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ABSTRACT

This second volume of a two-volume manual provides a structure for the analysis of the design of cooperative education and the implementation of the design in terms of the 49 key elements of cooperative education. It is intended for use by persons responsible for cooperative education at state and local levels. Volume II is the heart of the manual. It contains an element description for each of the most important key elements. For each key element, all or some of these components are provided: definition, objective, discussion, example(s), hints and comments, evaluation, and other resources. Key elements described are: goals, policies, and objectives; program planning; public relations; community support for programs; selecting and training teacher/coordinators; preparing the student for work assignment; criteria for selecting work stations; recruiting employers; matching students and jobs; orienting employers and supervisors; relating in-school and on-the-job learning; improving the work site; evaluation of students' work performance by employers; use of work performance evaluation by the coordinator; dealing with employers' problems; and follow-up. (YLB)

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KEYS TO COOPERATIVE EDUCATION PROGRAMS

Volume II

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Keys to Cooperative Education Programs

Contents

Volume II
Descriptions of Key Elements

Section

Goals, Policies, and Objectives.................... 1

Program Planning................................... 2

Public Relations................................... 3

Community Support for Programs..................... 4

Selecting and Training Teacher Coordinators........ 5

Preparing the Student for Work Assignment.......... 6

Criteria for Selecting Work Stations............... 7

Recruiting Employers............................... 8

Matching Students and Jobs......................... 9

Orienting Employers and Supervisors................10

Relating In-School and On-The-Job Learning.........11

Improving the Work Site............................12

Evaluation of Students' Work Performance by Employers.......................................13

Use of Work Performance Evaluation by the Coordinator.....................................14

Dealing with Employers' Problems...................15

Follow-Up..16

GOALS, POLICIES, AND OBJECTIVES

DEFINITION: Written official statements by the responsible educational agencies that delineate what is to be achieved by cooperative education and how to go about achieving it.

OBJECTIVE: To provide targets, guidelines and a framework for planning, conducting and evaluatting program activities.

DISCUSSION: Staff of outstanding programs devote considerable time and effort to developing their goals, policies, and objectives.

In many programs there tends to be confusion about, and failure to distinguish among goals, policies and objectives. They are often used interchangably. In the interest of reducing ambiguity we will define what we mean by these terms.

Goals are descriptions of desired outcomes, in the long term, based on expressed value assumptions. Goals are quite general and are usually not achievable directly..

Policies are guides for decision making. They identify both acceptable and prohibited courses of action. They can either mandate or suggest courses of action, be either clearly spelled out in writing or simply be understood on the basis of commonly accepted values or past practices.

Objectives are concerned with outcomes during a specified period usually not greater than five years. There can be objectives for different periods, e.g., one year and five year objectives. Some objectives are relaitvely general and complex. These may be broken down into sub-objectives which are carried out by different people or units. There are also intermediate objectives which are carried out at different times. Unless objectives and intermediate objectives are periodically tied back to the goals and policies, there is always the danger that the cooperative education program will vary from its intended long-term outcomes.

Goals and policies usually remain unchanged for long periods of time. To the extent that they do not directly govern short-term objectives and daily activities, they tend to be ignored in favor of objectives. Program planning requires moving from goals to more specific, concrete and achievable objectives. Goals have other functions in addition to specifying the long term outcomes:

1. To develop broader community, educational and business support than could be developed for narrower, specific objectives;
2. To help generate policies, objectives, and tactics to achieve the goals by stimulating leads, ideas, and trains of thought for hitting the target;
3. To help decide among alternative sets of strategies and objectives;
4. To provide the basis for evaluating the effectiveness of the specific objectives chosen and the implementation of these.

Goals should be spelled out with these functions in mind.

The most commonly stated and generally accepted goals for cooperative education are:

1. To help students acquire useful competencies and work behaviors in a specific occupation through a combination of in-school education and on-the-job training and experience;

2. To help students obtain employment in the occupational area of their choice.

Two implied, although frequently unstated goals, are to enrich the local labor pool and to provide local employers with competent, willing employees.

Goals and policies are usually set by state departments of education and advisory boards. Objectives are usually the domain of district and local advisory committees and school personnel.

Some state and local program staffs do not consider goals and policies of great importance because most goals and policies are so broad and universal that they play no role; they are too general to be used for planning, implementing or evaluating programs. The only exceptions are laws and state and local policies which specify requirements and prohibitions. Field visits to programs indicate that many staff memebers feel this way but don't say it. The fault seems to lie in the failure to define goals and policies which can guide operations effectively. Objectives, strategies and programs are not tied back to goals and policies.

EXAMPLES: The following is an example of one state's approach to the issue. The primary goal of the program is to prepare students to enter and advance in specified occupations by a combination of education and work experience. Other goals are:

- The program should stimulate students' interests asnd provide an understanding of opportunities in the chosen field.

- The program should provde training to increase students' competence in performing job tasks.

GOALS, POLICIESX AND OBJECTIVES

There are both general and specific policy guidelines related to these gols. General guidelines include: the school and the teacher/coordinator have the responsibility of insuring that the employment of cooperative education students is legal, educationally sound, and does not jeopardize the students' health or well being. Specific guidelines relate to the length of the work week, selection of students evaluation of work performance, and mandated responsibilities of the teacher/coordinator and the employer.

1. The teacher/coordinator must supervise each student on-the-job at least once every two weeks.

2. The teacher/coordinator shall, on the average, devote a minimum of one-half hour per student per week for on-the-job visitation and supervision.

3. The employer must assign a qualified supervisor or skilled worker who will be responsible for the training function and whose qualifications are cerified by the teacher/coordinator.

4. The employer must show evidence of health and safety consciousness and provide appropriate safety training and personal protection.

5. The employer must sign a written training agreement with the school indicating the specific nature of the training to be provided in the training plan.

6. The employer must observe all state and federal labor laws.

HINTS AND COMMENTS:

1. This is a major area for advisory committee activity. Participating in establishing goals, policies and objectives tells the members that their values and input can affect the programs. The goals, policies and objectives of cooperative education should mesh with and reflect broader, comprehensive goals and polices of the entire educational system. Unless this is done there tends to be conflict, failure to coordinate with other educational activities, and lower status for cooperative education. All levels of the educational system should be informed of the goals and policies and how these support other programmatic goals and policies.

2. While goal achievement is usually not easily measurable, it is essential that achievement of intermediate and annual objectives be measurable in quality terms.

3. Goals, policies and objectives should be periodically reviewed and not set in concrete. Success or failure in preparing students in an occupation and in meeting needs of the sponsoring employers should lead to changes in policy and goals. Flexibility is important to assure continuing viability.

4. To the extent that a teacher/coordinator is rated primarily on the ability to obtain and retain work stations and on praise from employers, policy will emphasize in practice

if not in theory, satisfying the employer rather than providing the unique developmental learning experiences that cooperative education students need. Establishing specific quantifiable objectives such as number of job stations and amount of money earned can have the same negative effect.

5. If gaining occupational competency and ability to obtain a job are the primary goals, the rate of pay should be a secondary requirement. This is said recognizing that some employers will take advantage of opportunities to pay less than the going rate. However, if the trade-off is better school supervision of of the work place and better task progression of the student, it may pay in the long term to accept the "training rate" or even internships.

CRITERIA FOR REVIEWING GOALS, POLICIES, AND OBJECTIVES:

1. Goals

   - Are all goals achievable and important? Shed those that aren't. Are priorities established?
   - Do goals serve as real guides for developing program objectives?
   - Do goals express the values of the community, the educational system, the labor market?
   - Are goals realistically designed to be achieved in the long term?

- Do goals and policies provide clues on how to design, implement and evaluate programs?
- Is there provision for periodic review of goals?
- Who participates in determining and reviewing goals?

2. Policies

- Do policies provide clear guides to move from goals to objectives and programs, i.e., to determine strategy?
- Are there unnecesssarily restrictive conditions in terms of the types of programs, students, employers, work situations, etc.?
- Are policies consistent with each other?
- Do policies help achieve goals?
- Is there provision for periodic review of policies?

3. Objectives

- Are objectives derived from policies and goals?
- Can programs be designed and implemented which are directed to achieving the objectives, i.e., are staff, resources, environment, etc. appropriate?
- Is achivement of objectives measurable?

ADDITIONAL SOURCES OF INFORMATION: The following is primarily concerned with post-secondary cooperative education. However, the material is directly adaptable for secondary school programs.

Lucas, Aaron D. and Holsenbeck, Daniel C.: Objective Oriented Management for Cooperative Education, Montgomery, Alabama, Auburn University.

12

PROGRAM PLANNING

DEFINITION: Plans to develop, conduct and evaluate a cooperative education program including activities to identify needs and resources, match students with jobs, make work experience compatible with existing classes and schedules, and establish benchmarks to evaluate progress.

OBJECTIVE: To develop a strategy and describe activities designed to achieve cooperative education's goals and objectives.

DISCUSSION: Planning is an activity directed to spelling out the means to achieve the prescribed ends we wish to attain. Planning includes:

- stating the goals and objectives to be achieved;
- defining a strategy - i.e. intermediate objectives whose attainment would lead to achieving the stated goals and objectives;
- defining the activities which would lead to achieving the intermediate objectives;
- describing the staff, time, money and other resources available;
- allocating time, money and other resources to activities;
- defining standards and criteria by which to evaluate program design, plans, performance and achievement;
- estimating problems and difficulties which may arise and indicating how these may be dealt with.

We are concerned with three types of plans:

1. A plan to start a new cooperative education program.

2. An annual plan for an on-going cooperative education program.

3. A long-term plan (three to five years) for improving and expanding a cooperative education program.

These plans differ primarily in terms of the nature of the goals and objectives to be achieved, the specific activities to be pursued, time schedules, and people and organizations involved. However, in each case the planning process is the same. Each requires identifying the present situation, defining goals and objectives to be achieved, and determining how to advance from the existing to the desired situation.

In general terms, a plan defines a strategy and tactics to achieve desired objectives, with given resources, under set conditions. A strategy defines a set of intermediate objectives which when accomplished add up to achieving the desired objectives; allocates resources and priorities for achieving intermediate objectives; and set policies for scheduling, coordinating, tactics, etc. Tactics are activities to achieve intermediate objectives.

Planning comes before action. Taking sufficient time to plan reduces confusion, increases cooperation, anticipates problems, and establishes controls.

Planning involves ten steps:

1. State the objectives -- both for the program and the people involved. The objectives are what is to be achieved.
2. Describe the present situation with respect to these objectives.
3. State what has to be accomplished. That is, determine the changes to be made.
4. Identify the resources available and anything which might hinder achieving objectives, such as opposition and indifference, insufficient time, space, information or money and conflicting objectives.
5. Identify and select intermediate objectives which will add up to achieving the final objectives.
6. Identify the methods, activities and resources needed to accomplish each intermediate objective.
7. Establish a schedule and sequence for accomplishing intermediate objectives so that they fit together and the final objectives will be reached on time.
8. Describe the allocation of resources and the activities to achieve each intermediate objective.
9. Define standards and criteria to evaluate performance and progress with respect to achieving the intermediate objectives on schedule and in accordance with the plan.

10. Determine the type and level of control needed to ensure being able to take remedial action when things are not going according to plan.

Starting a New Cooperative Education Program

Planning should begin as much as a year before the program is expected to start. The first step is to obtain administrative and budget approval for starting a new program. Most state departments provide helpful guidelines and materials, and impose reporting and budget requirements. Some want an outline of the activities and schedule which will be followed in planning and implementating the program.

EXAMPLE: The following is an illustration of a plan to start a new program. In some instances the order of intermediate objectives may be changed as well as the time allocations for activities. Not every intermediate objective which would be included in an actual plan is listed. The form can be adapted for annual or long-term plans.

Program Planning Work Sheet

Genral Purpose: To initiate a pilot cooperative education program.

The Present Situation: There is no cooperative education program. One hundred students in four vocational areas would be eligible. Principal is willing to try cooperative education for 20 students in these vocational areas. Some employers have expressed interest in participating.

Desired Future Situation: a) Twenty 12th year students placed in appropriate jobs gain work experience and documented employability. b) Information for decision making.

(Note: One asterisk (*) means that some preceding objectives must be completed before this step begins; two asterisks (**) mean that the objective must be substantially completed before some later step begins; three asterisks (***) mean that both preceding rules apply. No asterisk indicates that intermediate objectives need not be achieved prior to start of school in September.

INTERMEDIATE OBJECTIVES	ACTIVITIES TO ACHIEVE INTERMEDIATE OBJECTIVES	RESOURCES NEEDED: TIME, MONEY AND PEOPLE	CRITERIA AND STANDARDS
1. Obtain principal's approval to start a pilot coop-ed program** Proposal also to be used to obtain district approval.	Prepare a proposal to obtain administrative and budget consent. Present proposal to principal	Two weeks.	Proposal clearly defines intent and operations of proposed program and costs which are acceptable to principal.
2. Develop interest in cooperative education ** among local business people, students, parents of eligible students, and community at large.	a. Prepare and distribute a general description of cooperative education. Describe some on-going programs in neighboring communities. Include objectives, benefits, and an "interest" mail back. b. Visit perspective employers. c. Speak at a school meeting.	One to three months. Printing and distribution costs. Approval from principal or other school administrator.	Indications of interest from students, employers and school staff.
3. Appoint and activate an advisory committee***	Recruit and appoint members from business, education and community and initiate activities.	Two weeks.	At least 10 business people and two community people should agree to be active.

INTERMEDIATE OBJECTIVES	ACTIVITIES TO ACHIEVE INTERMEDIATE OBJECTIVES	RESOURCES NEEDED: TIME, MONEY AND PEOPLE	CRITERIA AND STANDARDS
4. Obtain approval from district and state administrative decision makers.***	Principal to talk with district superintendent, et. al.	One to two weeks. Support of principal and advisory committee.	District and state administrators support the program.
5. Appoint teacher/coordinator.***	Principal selects after consultation with the advisory committee.	Three hours for interviewing three candidates by advisory committee. Two hours for meeting with principal.	Teacher/coordinator is interested has valid voc. ed. license, teaching experience, business experience, etc. Agreement between principal and committee.
6. a. Encourage student participation. b. Conduct student survey to determine students' interest among students in 11th year.	Speak in assemblies, home rooms, individually to students. Pass out materials and questionnaires determining interest.	Two weeks to conduct survey. One week to analyze results. Teacher/coordinator and guidance counselor.	Enough interest expressed to go ahead.
7. a. Encourage employer participation. b. Conduct employer survey to determine employers' interest. *	Conduct survey by phone, mail, in-person visits, speeches before business groups, teachers, etc.	One to two months. Travel, telephone, postage allowances. Use vocational education teachers to help out. Teacher/coordinator.	Same as in "6" above.
8. Determine which key elements need to be stressed and take appropriate action.**	Review "Keys to Cooperative Education" and "Self Assessment Guidelines For Administrators of High School Cooperative Work Experience Programs" to determine needs, establish priorities, and initiate needed action.	Continuing activity by teacher/coordinator and supporting administrators.	All key elements are satisfactory or better.

INTERMEDIATE OBJECTIVES	ACTIVITIES TO ACHIEVE INTERMEDIATE OBJECTIVES	RESOURCES NEEDED: TIME, MONEY AND PEOPLE	CRITERIA AND STANDARDS
9. Design plan for linking in-school and on-the-job activities and learning, monitoring the work station, etc.	Adapt and modify material provided by state department, in "Keys to Cooperative Education," etc.	Teacher/coordinator activity one week. Review by school administration.	Acceptable to school administration.
10. Prepare forms and procedures for various purposes. e.g. parental consent and training agreements.**	Apply state rules and guidelines. Review and adapt material from state and other sources.	Teacher/coordinator activity one month. Available rules, guides, forms, standard procedures, etc.	Useable forms and procedures completed in time for use.
11. Recruit and select students***	Distribute applications and descriptive materials. Interview applicants, test applicants. Accept/reject applicants. Meet with parents.	One month. Teacher/coordinator activity. Teachers and guidance counselors make referrals and provide information about students' work readiness.	More than twenty students want and qualify for the program.
12. Recruit and select employers ***	Visit prospective employers. Describe program. Get commitments for training jobs. Training agreements. Set date and times for interviewing students.	Two to three months. Teacher/Coordinator and advisory committee activity. Travel allowances. Materials describing program.	Appropriate work stations for students selected.
13. Develop related instruction curriculum.	Identify available resources. Analyze employers' needs. Analyze students' needs. Gather materials for class use, prepare lesson plans, etc. Order materials, books, equipment, etc.	Three months. Get office and classroom space allocated. Use state and district materials. Teacher/Coordinator activity.	Related instruction curriculum reflects students' and employers' needs.

INTERMEDIATE OBJECTIVES	ACTIVITIES TO ACHIEVE INTERMEDIATE OBJECTIVES	RESOURCES NEEDED: TIME, MONEY AND PEOPLE	CRITERIA AND STANDARDS
14. Assign students to training stations.	Match students and jobs. Refer two to three students for interviews for each opening. Obtain training plans, agreements from employers.	Two weeks. Travel allowance. Forms. Teacher/Coordinator. Should be completed before the end of the school year in June.	Students referred are hired. Training plans and training agreements are signed. Placements reflect employers' needs and students' career goals.
15. Other (describe)			

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Planning the Annual Program

The planning process for an annual plan for an on-going program should begin six months before beginning of the school year. The starting point is a re-examination and redefinition of the ultimate goals and long term objectives based on the current and projected conditions, revisions and current year's experiences, etc. This is followed by the review of the current year's objectives and their relationship to the revised ultimate goals and long term objectives. For example, the ultimate goals may be changed from placing every student who applies to placing every vocational education student. This would necessitate significant changes in almost every activity in the coming year. An expected cut in state funding may dictate planning for a smaller program for the coming year or seeking alternative funding.

Because of rapidly changing economic conditions, a reassessment of local needs may be called for; companies which have employed cooperative education students may have gone out of business and new companies may have been established.

Both programs and administrative elements should be reviewed, to determine how they can be improved. These include recruiting students, obtaining and developing training stations, related instruction, and evaluation. Some variables which affect the nature of a program may not be under the control of the cooperative education staff, but controllable by the school or the district, or employers. Some are functions of local and national economic conditions. All of these have to be taken into account in developing the annual plan.

Long-Term Planning for Cooperative Education

A long-term plan (three to five years) requires the development of long-term goals. The specific annual objectives are the intermediate objectives which lead to achieving the long-term goals.

The long-range plan influences and directs each year's annual plan to keep it on target. However, long-term plans must be flexible and changed from year to year to take into account changes in the economic climate, availability of resources, and other variables which are not under the control of school personnel.

Activities and achievements should be monitored regularly and indicated changes made as soon as possible.

A modified version of the program planning work sheet for starting a new cooperative education program can be utilized for long-term planning.

HINTS: Most states insist upon the completion of three activities during the planning phase: the appointment of a steering committee, a survey of student need, and a local occupational survey.

A steering committee is a temporary advisory committee and is usually composed of business leaders, school officials, and other interested persons. It is good practice to involve as many influential people as possible on the steering committee. The school principal should recruit and appoint members. The steering committee may have to be oriented and motivated to achieve the objectives of cooperative education and informed about the details of the operation.

The student survey is of importance to determine the market for a cooperative education program. Surveys can be conducted in home rooms, assemblies, through a guidance department, etc. The steering committee usually advises on the design and conduct of the student survey, and may actually conduct the employer survey.

The student survey should provide information such as:

- number of students presently employed part-time in each occupation and each type of business;
- number of students in each occupational area interested in participating;
- number of graduates employed in each occupation and each type of business in each of the ten preceding years.

It would be helpful to keep a folder with the names, address and experience with each business which currently employs students or has employed students in the past or employs graduates.

In determining the potential for a cooperative education program, an area survey, i.e., an analysis of the local business and industrial employment situation, is needed. The Department of Labor in many states will make such a survey at the request of the local educational agency. If the state agency is unable to provide the complete service it may provide partial service. This survey may be conducted by phone, mail, or in-person visits; through business, industrial, and service organizations, or by a combination of these approaches. A mail survey is the quickest and cheapest way to gather information, but the returns are not as good as those from other approaches. Information may also be obtained from the state job service office, school counselors, coordinators in other cooperative education programs, PIC officials, and other agencies and groups. The survey should attempt to determine:

- the number and nature of local businesses;
- entry-level jobs and number of employees in each;
- employers' attitudes toward vocational education and training;
- interest in participating in a cooperative education program;
- the name of the decision maker in each firm.

The business survey is, in addition, publicity for the program, a means for introducing the teacher/coordinator, and a way for evaluating participation of steering committee members.

The step in the planning process to determine whether the program will fit into the total school program can either come before or after the interest surveys. Some of the information needed is:

- facilities, rooms and equipment available for the teacher/coordinator.
- instructional materials available for independent study and remediation for individual students.
- state requirements and the ability to satisfy these.
- instructional personnel in the occupational areas in which students will be placed.

- Students' ability to get to the training stations from school and home in a reasonable amount of time.
- School rules and procedures which may need to be changed to meet employers' and student-workers' needs.
- Courses which should be added to related instruction to meet students' and business' needs.
- Support for the program in the school and community.

The time needed to plan and implement a new program may take as much as a year. The schedule should be flexible enough to accomodate unforseen delays. In all planning, you need to look forwards and backwards. When you start the process you need to know where you're headed. When you finish, you should be able to determine how you could have done it better from the start. Keep a record of planning successes and failures, factors which can be ignored and factors which must be taken into account.

In developing schedules to accompany plans, always start from the required completion date and work backwards by estimating the time needed to achieve each intermediate objective to the required starting date. If the time span appears to be insufficient, identify critical intermediate objectives which can be achieved more rapidly by making additional resources available, redesign the plan, reduce objectives, etc. There is no gain in developing a plan which can't be achieved.

EVALUATION: A plan, whether it is for a new program, for an on-going annual program, or to achieve a long-term goal, should be evaluated in terms of priorities, objectives, program elements, activities, problems, budget, time and resources. It is important to know that an evaluation need not be a formal statistical study. However, it should be planned and systematic. A Program Planning Worksheet similar to the one used as an example will help focus evaluation efforts on the important areas. Clearly stated intermediate objectives and a schedule to achieve these will help to determine if the program is on track.

OTHER RESOURCES: A publication of the Minnesota CETA-Education Task Force contains approaches and techniques which can be adapted for cooperative education programs. Entitled "Planning Together: A Guide for CETA and Education Program Planners," it is available from the Division of Special Services, Department of Education, 550 Cedar Street, St. Paul, Minnesota 551101.

The National Alliance of Business has produced a Private Industry Council Guide entitled, "Planning, Management and Evaluation: Realizing PIC Potential," which contains a great deal of useful information for planners. National Alliance of Business in Washington, D.C., or the U.S. Department of Labor.

Two other publications are:

"Developing a Comprehensive Cooperative Education Program: Strategic Planning Stages," available from the National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115; and "Developing and Expanding Cooperative Education," available from New Directions for Experiential Learning, Jossey Bass, Inc., San Francisco and Washington, D.C., 1978.

NCLC is establishing a national Consultants' Network to assist educational systems establish and improve cooperative education. Members of the Network are available to help planning efforts. Their names and addresses may be obtained from NCLC.

PUBLIC RELATIONS*

DEFINITION: On-going activities to inform both the general public and key groups, e.g., employers, about the cooperative education program's objectives, activities, concepts, ideals, and successes.

OBJECTIVE: To disseminate information about cooperative education to obtain support, cooperation, and participation.

DISCUSSION: Good public relations is characteristic of virtually every program rated "outstanding." These programs tend to consider public relations both a total community approach to develop a climate supportive of the cooperative education approach and to promote interest in learning about and participating in the program, and a focused effort to obtain and retain the support of organizations which can provide work stations and other resources and of parents whose children can benefit from participation. This involves delivering messages to a number of different populations:

- Employers -- past, current, potential
- The business community as a whole
- Government, both as employer and source of funds and other resources
- Students
- Parents of students
- School faculty

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* The NCLC manual, Presenting Cooperative Education, contains elaboration of many of the points made in this key element.

- Federal, state and district educators
- Community leaders
- Government officials
- Unions
- Community based organizations
- Political leaders
- Public at large

While these groups have overlapping membership, it seems to be worthwhile to think of each separately. Every occasion is seized upon as an opportunity to publicize the importance and desirability for supporting and participating in cooperative education and every avenue available is used to distribute the message. The primary avenues are:

1. Printed materials -- brochures, pamphlets, flyers, etc.
2. Media -- newspapers, radio, television, etc.
3. Audio/visual -- films, filmstrips, sound/slide exhibits, shows, etc.
4. Presentations and speeches -- before influential groups
5. Special events which attract notice -- competitions, awards, banquets, etc.
6. Use of advisory committee members to disseminate information
7. Direct personal contact through membership in groups such as Chamber of Commerce and Rotary

8. Industry groups and associations
9. Student club activities
10. Parent groups

Plans and standard operating procedures for distribution of materials and other activities are essential to conserve time and resources. Elements of a public relations campaign include:

1. The target population, e.g. employers. This determines the approach to be used and many other elements in a campaign.

2. A statement of objective. What is to be accomplished through this campaign. If possible, state objective in quantifiable terms (e.g., recruit ten new employers).

3. Specify the message you want to communicate to the target population (e.g., this program will enable you to try out new employees before hiring).

4. Decide in what format your message will be spelled out (e.g., visual presentations). Use a standard approach.

5. Determine the best way to deliver the message (e.g., give slide show for members of local Chamber of Commerce). Keep a record of what works, with whom, under what circumstances.

6. Try out the material and approach before implementing the campaign (e.g., on one or two of your present employers). Revise according to results of the test.

7. Carry out your campaign. Keep a record. Don't be tied down to what doesn't work or takes up too much time.
8. Follow up on your target population with other forms of communication (e.g., telephone employers who saw the slide show). Get feedback from them.
9. Evaluate plan, elements and implementation by reviewing results. Were objectives achieved? What succeeded? What didn't? Why? How could the campaign have been made more effective? What was learned from this campaign? Keep records so that the next campaign will benefit from this learning.

EXAMPLES:

1. One teacher/coordinator photographs students on the job, writes captions and sends copies to the local newspaper which features "a student of the month" column. Quotes from employers and supervisors are used to round out the release. Employers also get good publicity from this approach. When a sufficient number of photographs of students working has been taken, the coordinator puts them together in a slide show for employer groups, PTA, community officials, etc.

2. One school district publishes a bi-monthly newspaper which describes cooperative education activities, plans, human interest stories, successes, etc. This is distributed to schools in the district, employers, press, community groups, et al.

PUBLIC RELATIONS

HINTS:

1. Printed materials for public relations should be concise, highlight benefits and successes, indicate how to participate in or support the program, and identify the person or persons to contact for further information.

2. Plans for disseminating the materials as widely as possible to the appropriate audiences should be prepared for each piece.

3. Involving the media requires an understanding of their priorities. Press releases should be prepared in such a way as to make them newsworthy. Public service announcements for radio and television should be prepared to fit several different time slots (30 seconds, 45 seconds, 1 minute, etc.). Be sure that the essential facts are included in each. Cooperative education staff should identify and cultivate the person or persons at newspapers and radio and television stations who usually handle education and/or labor news so that when announcements or information are ready for dissemination, a phone call to the appropriate person or persons will get the coverage desired.

4. Audio/visual materials are more effective when aimed at a specific group, e.g., employers. The purpose is to present the program more dramatically than the printed word, to illustrate the kinds of students

enrolled in the program and the kinds of work they do. Audio/visual materials can be used to explain regulations and forms, e.g., Targeted Job Tax Credits, which might otherwise appear too complicated. Different materials are required to recruit students and employers and to obtain parental support for the program.

5. Presentations should be focused on the group and specific objectives. Speeches to business organizations can be used to recruit employers for the program. Presentations before legislative bodies can help secure funding for the program. Before community groups, can educate large numbers of citizens about the program students. Before parents, can help in program recruitment and continuity.

6. Special events are useful to reinforce good program images. They often attract media coverage leading to additional promotion for the program. Such events include: competitions sponsored by student organizations, employer awards banquets, awards to outstanding students, students' participation in community activities, and fund raising sales.

7. Members of the advisory committee are excellent public relations channels. They can promote the program through their contacts with other businessmen and community leaders.

EVALUATION:

1. Are there written public relations objectives?
2. Is there a plan to achieve these objectives?
3. Are tasks assigned to specific individuals?
4. Has the plan been reviewed by the Advisory Committee?
5. Does the plan include internal public relations directed at students and faculty?
6. Does the plan include external public relations directed at:
    - a) present and prospective employers
    - b) employer and union organizations
    - c) community based organizations including religious organizations
    - d) general community through media newspapers, radio, t.v.
7. Are public relations objectives and plans reviewed periodically?
8. Are public relations activities evaluated?
9. Are records kept of public relations costs, activities and results?
10. Are these used in developing and implementing plans?

OTHER RESOURCES: The New York City Cooperative Education Program has put together a glossy presentation, with photographs, showing how the program works and why. It can be used alone or with a companion slide show. For further information contact Renee Sherline, Director, New York City Cooperative Education Program, 406 West 50th Street, New York, N.Y. 10019.

The National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02115, has a good deal of material related to public relations.

Your local Private Industry Council will also have materials and resources you can draw on for help with your public relations campaign.

See Chapter 12 in John A. Wanat and Margaret A. Snell, Cooperative Vocational Education: A Successful Education Concept, Springfield, Illinois, Charles C. Thomas, 1980, for a review of public relations techniques.

The City of Pittsburgh puts out a monthly informative newsletter called The City is our Classroom. Contact Fred A. Monaco, Director, Vocational Education, Pittsburgh Public Schools, 635 Ridge Avenue, Pittsburgh, PA 15212.

"Public Relations Guide" Procter and Gamble, Educational Services, P. O. Box 599, Cincinnati, Ohio 45210

"Presenting Cooperative Education," National Child Labor Committee, Room 1111, 1501 Broadway, New York, New York 10036.

COMMUNITY SUPPORT FOR PROGRAMS

DEFINTION: The views of people and organizations in the community with respect to cooperative education programs and their expressed positions with respect to continuing and expanding these programs.

OBJECTIVES: 1. To inform the community at large about the nature and advantages of secondary cooperative education.

2. To develop support for cooperative education among influential groups in the community.

DISCUSSION: The level of community support for cooperative education influences the participation and resources provided by both government and prisector employers and the status of cooperative education in the edicational system.

Cooperative education is not as strongly supported by influential community groups as it should be and must be if all who could benefit are to be served. People are ignorant and misinformed and do not understand program objectives and methods. The entire community must understand and support cooperative education if it is to florish. To gain community support it is necessary to address the interests and concerns of specific populations and show how these can be satisfied by cooperative education.

Unfortunately, most teacher/coordinators do not have the resources to mount a campaign to gain and strengthen community support for cooperative education to interest and involve the entire community to:

- make it easier to obtain resources for teacher/coordinators and jobs for students

- increase the level of employer participation in training

- build support for cooperative education within the educational system

- help develop a collaborative network if organizations involved in training and placing students with special needs

- reduce opposition to cooprative education among groups which see it as a threat to other educational programs or who disagree with work experience as an educational approach.

Community relations cannot be effectively carried on by the teacher/coordinator alone. It is essento enlist the support and participation of advisory committee members, school administrators, employers, students, parents, and others.

Two groups that tend to discourage increased funding for cooperative education are:

1. parents and others who believe sthat the quality of academic education should be improved to better prepare students for college, and

2. educators who are convinced that in-school education is always superior to on-the-job training.

There is potentially a larger group which can be influenced to support cooperative education if presented with convincing evidence that cooperative education:

- prepares students for transition

to employment after secondary education more efficiently and effectively than in-school vocational education

- motivates students who might otherwise droupout to stay in school and learn, and may even interest some youth to return to school
- reduces in-school disturbances
- helps reduce structural unemployment
- is an effective means for involving the private sector in education
- increases community satisfaction with public education.
- enriches the local labor

In addition to news releases and stories to interest everyone in the community and develop general support for cooperative education, it is desirable to focus on individuals and groups who tend to be favorably disposed and could be influential in gaining support of others for cooperative education.

Activities to gain community support cannot be random or at the spur of moment. They must be carefully planned. Specifics for planning to obtain community support include:

1. Defining what you wish to achieve in developing and using community support. (This will determine individuals and groups that you need to influence.)

2. Identify the individuals and groups who are natural allies or who might oppose expanding cooperative education. Some groups to consider are: vocational and special education teachers, school

and district administrators, school board members, local and state officials, church leaders, students and their parents, other organizations seeking job/slots for training or for placing disadvantaged workers, unions, and active and prospective cooperative education employers.

3. Selecting from among these individuals and groups who could have the greatest impact on community opinion about cooperative education. Note why each would want to help or hinder, describe how each could help or hinder, and evaluate the importance for obtaining and increasing their support or reducing their possible adverse effect.

4. Using field force* or a simular type of analysis to determine how you can best achieve your objectives, i.e. how to develop maximum support for the most important objectives.

5. Establishing priorities for objectives and use of available resources. These depend not only on what you want to accomplish but also on what the people you can influence can and will be willing to do.

6. Selecting the objectives with the highest priority for which you have the best chances of achieving. These are opportunities to achieve significant results with the resources available.

7. Outlining how plans will be implemented, i.e. who will do what when.

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* See Appendix A of "Keys to Cooperative Education. Part 1"

The problem of greater community support and involvement is not limited to cooperative education. It is of general concern in education. Many communities have one or more types of organizations to engage the community. These have had varying degrees of success but nevertheless if one exists in your community it can be an important resource. The three most common types are

- Collaborative Councils which are sponsered by Willard Wirtz and the National Manpower Institute. These try to deal with a wide range of educational issues, problems and programs.
- Industry-Education Councils sponsored by the National Association for Industry-Education Cooperation* (NAIES). These focus on education preparatory for work.
- Private Industry Councils sponsored by the federal government (Department of Labor). This is private sector directed and focused on a broader population than secondary school students. However it does sponsor programs to help students obtain employment.

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* NAIEC is preparing a handbook "which will describe the principles, advantages, processes, and techinques for involving industry volunteers in special education programes and services.

Some observers* believe that working through existing organizations such as these councils is the most effective way to get boarder community support. However, one cannot expect that another agency will, without some returns, go far out of its way to provide resources for another, sometimes competing agency.

Principles for developing and maintaining cooperative relationships** include:

1. Goals must be recognized as mutually supportive.
2. Wherever possible focus should be on shared goals.
3. Try to provide services for other agencies as well as seeking services.
4. Keep arrangements and commitment flexible to allow for adjustments.
5. Maintain good, frequent two way communications.
6. Try to set up routine procedures

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* Lewis, Morgan V. and Jeannette L. Fraser, "Increasing Community Involvement in Cooperative Vocational Education," The National Center for Research Vocational Education, The Ohio State University, Columbus, Ohio, 1982.

** Hull, William L. and Carl F. Oldsen, "Sharing Dissemination Responsiblities: A Guide for Articulating Vocational Education Dissemination Programs" The National Center for Research in Vocational Education, The Ohio States University, Columbus Ohio, 1979.

for frequently occurring transactions.

7. Clear the arrangements with school administration and keep administration informed.

HINTS:

1. Involve people in professional societies such as the American Society for Training and Development and in businesses which employ high school graduates to help design and review the curriculum. From work on the curriculum to getting other people interested in cooperative education is not a long jump.

2. Develop a special industry program based on training students to work in a major local industry. Success in one industry will provide good copy for the mass media.

3. Identify and publicize studies and cases demonstrating the value of cooperative work experience.

4. Distribute information about cooperative education and how it differs from work study. Even people who are interested and concerned such as members of advisory committee sometimes don't know the difference.

5. Developing a coordinated community campaign with other agencies for more entry level jobs can pay off by reducing competition and public confusion and increasing the resources available. Cooperation can profitably be continued for the job development stage, but need not be.

6. Don't depend on one medium, or one channel, or one group to get the cooperative education story

story across. Use multiple media, channels and groups. But, be sure that the stories don't conflict and that they have a cumulative effect.

7. Be sensitive to how changing relations with one group or individual can effect relationships with others.

8. If you don't have many resources for this purpose, planning becomes more important for determining where and how you expend the resources you have.

9. The influence of the advisory committee can be multiplied if individual members link the community activities to a broad network of organizations and influential individuals interested in reducing structural unemployment, enriching the local labor market, helping stu- from disadvantaged families, etc.

10. "Presenting Cooperative Education" contains plans, suggestions and material for improving a program. Some possible activities, in addition to news releases and other "media events" and talks before groups, are:

    - seminars on learning from experience and cooperative education for teachers, Parent Teacher Associations, parents and employers.

    - Developing industry support groups to publicize cooperative education among non-participating industries.

    - Sponsoring an Industry-Education Conference.

    - Developing a volunteer program to help in providing support services and remediation for students and conducting the coordination.

SOME CHANNELS FOR INFLUENCING COMMUNITY OPINIONS AND ATTITUDES TOWARD COOPERATIVE EDUCATION

Medium	Advantages	Disadvantages	Content and Purpose
Newspapers	Material can be duplicated and distributed	May not have sufficient focus	Cooperative education Calendar
	People can refer to story	Little control over what is written	Special recognition or activity
	Can lead to editorial support	May be difficult to interest editor or reporter	Human interest, e.g., employing handicapped
	Readers include community influentials	No control over publication	Feature story on value cooperative education, research findings, etc.
	More job slots can be created		Sucess stories
			Build specific support and volunteers to help
Television	Good audience concentration level	Limited time available for public service announcements	Spots describing nature and value of cooperative education
	Leads to fast and more direct action response	Limited control over format content	Features describing program and students at work
	Program can be planned with producer	Difficult to obtain access good time slot	Interviews with employers and students
		Cost of presentation is high	Build general awareness and support

Medium	Advantages	Disadvantages	Content and Purpose
Radio	Reaches specialized audience Easier to get time than on TV Good spot news and in depth Cost of presentation is low	Limited control over and content Limited audience	Spot announcements Discussions of value by students, employers and educators Success news stories Build general awareness and support
Annual report and other printed material	Carries most conviction Can involve participants and supporters and strengthen their commitment to cooperative education as well as recruiting new supporters	Can be either positive negative Depends on credibility and ability of person writing story Limited number of persons to carry story	Personal experience with cooperative education Encouraging participation and support
Speak and or distribute material at community meetings*	Control over content and form Easy to get an invitation Can respond to questions, misunderstandings, etc Content can be tailored to audience	Costly in terms of time Must be a good speaker Careful preparation required	Create awareness and interest and develop support and desire to participate What, why and how of cooperative education National and local experiences

*See "Presenting Cooperative Education."

EVALUATION:

1. Is there a plan to inform the community and to develop support for cooperative education2
2. Has the plan been implemented?
3. Have the following media, materials and channels been used to provide information and develop community support?
    a. Annual reports
    b. Other printed materials
    c. Talks at civic, church and other community meetings
    d. Word of mouth
    e. Radio and TV
    f. News releases
    g. Letters to parents
4. Have other community organization been involved to support cooperative education?
5. Are surveys made to determine:
    a. Community knowledge
    d. Level of support
    c. Possible opposition and
    d. How to increase support
6. Is the community, in general, informed and supportive of cooperative education.
7. Are activities toobtain community support periodically evaluated?

OTHER SOURCES:

- Community Based Organizations.
- Parent Teacher Associations
- Private Industry Councils

Dluhy, Milan J. *Changing the System "Political Advocacy for Disadvantaged Groups"* Describes how aid to disadvantaged groups through effective political advocacy.

Elsman, Max, and the National Institute for Work and Learning. *Industry-Education-Labor Collaboration. An Action Guide for Collaborative Councils*. Washington, DC: U.S. Government Printing Office, 1981.

Hayes, Richard A. and Hill H. Travis, "Employer Experience with the Recruitment of Cooperative Education Employees, An Analysis of Costs and Benefits," *The Journal of Cooperative Education,* Vol. XIII, No.1, November, 1976.

National Association for Industry-Education Cooperation. *Industry-Education Councils: A Handbook*. Buffalo, NY: National Association for Industry-Education Cooperation, undated.

Prager, Audrey: Goldberg, Judith; Cohen, Marcia; and Finn, Peter. *Education and Work Councils: Progress and Problems.* Cambridge, MA: Abt Associates, 1980.

Presenting Cooperative Education, National Child Labor Committee, 1983, contains a section on presenting cooperative education to the community and employers in general to develop interest and a generally favorable disposition. This can be adapted for a community support program.

"The Public Relations Program-*Maintaining Good Public Relations*" New Jersey Department of Education, Trenton, NJ.

RRossi, Robert J. Kevin J. Gilmartin, and Charles W. Dayton, *A Guide To Coordinating And Planning*, American Institutes for Research in the Behavioral Sciences,Palo Alto, CA, A guide to promoting interagency cooperation and exchange.

Proctor and Gamble "*Public Relations Guide*" Educational Services Division. A guide to promoting interagency cooperation and exchange.

Wirtz, Willard, and the National Manpower Institute. The Boundless Resource: A Prospectus for an Education-Work Policy. Washington, DC: New Republic Book Coompany, 1975.

SELECTING AND TRAINING TEACHER COORDINATORS

DEFINITION: Identifying competencies needed to be an effective teacher/coordinator and determining methods used to select potentially effective teacher/coordinators and to help them to realize their potential.

OBJECTIVE : To identify competencies needed to be an effective teacher/coordinator, to determine criteria and means for evaluating potential effectivenss as a teacher/coordinator, to assess training needs and opportunities, and to design and implement plans to satisfy needs and maximize use of opportunities.

DISCUSSION: Administrators and outside observers of every outstanding program we visited stated that the success of a program depends on the competence and will of the teacher/coordinator. Granted that all administrators in every activity would say, if asked, that good people on the firing line are a necessary ingredient for success, the unanimity of opinion among all concerned impressed us with the validity of this opinion in the case of teacher/coordinators. This was demonstrated by the care with which teacher/coordinators were selected, the on-the-job and formal training provided, the scheduled meetings and conferences to exchange experiences and discuss problems, and the feedback on performance provided by supervisors.

In these programs, serving as a teacher/coordinator was seen as a commitment to experiential learning and was not regarded as a temporary assignment, an interlude between classroom assignments, or as a sabbatical from hard work. Unfortunately,the latter was the case in many less successful programs.

Selecting and Training Teacher Coordiantors

Selection and training both start with a needs analysis -- a description of the competencies needed to succeed in performing a specific job in a specific environment. Consequently, while teacher/coordinators, in general, are expected to perform similar tasks, the level of competence and priority and weight given to specific skills and abilities will vary from school district to school district depending on local conditions and objectives.

Characteristics that all agree are necessary for success are that the teacher/coordinator be highly motivated, a self-starter, an extrovert and be willing to work hard, beyond the level that an administrator can demand.

The tasks that teacher/coordinators are expected to perform provide a structure for making the needs analysis. The tasks assigned to teacher/coordinators vary from state to state and not unfrequently from LEA to LEA within the same state. However there is a common core.

Major tasks we identified* in our field work and in a review of research and other literature fall into six major areas. These areas and some specific activities in each are:

1. Promotion and public relations

   o To promote cooperative education to students, employers, other school staff, and the community at large.

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*Other analyses are provided in the "Examples" section .

2. Guidance

- To identify and select students who can benefit most from cooperative education;
- To determine students' job readiness needs and to insure that they are properly prepared;
- To refer students to appropriate jobs;
- To counsel and inspire students.

3. Marketing

- To know the local job market;
- To recruit, select and develop work stations.*

4. Coordination

- To monitor work stations to help implementation of training agreements and training plans;
- To help employers provide students with good developmental experiences;
- To link students' in-school and work station activities and learning to complement and maximize development.

5. Instruction

- To provide or to arrange for the appropriate related instruction including preparation of curricula;

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*To use the term "work station" is to take the employer's point of view. In educational literature these are usually termed "training stations." We tend to use the terms interchangably depending on our emphasis.

- To use supervisors' performance evaluations and to take actions to bring students' workplace performance and behavior up to expected norms.

6. Administration

- To manage the program including planning, scheduling, budgeting, record keeping, evaluating and reporting;

- To manage own time.

SELECTION: Just as tasks assigned to teacher/coordinators vary from state to state, so do minimum requirements and selection processes. Most states require a teaching certificate in an appropriate area supplemented by six or more post-graduate semester hours in courses directly related to cooperative education, one or more years of appropriate work experience and two or more years of successful teaching. Example 3 is a detailed statement of one state's minimum requirements for teacher/coordinator certification.

Beyond minimum requirments, and much more difficult to measure reliably and validly, are such factors as ability to organize work and time; to communicate and to influence employers, students, and others; commitment to help young people become competitive in the labor market; will to succeed; and, when necessary, to work without additional compensation beyond required hours.

All administrators we interviewed use interviews and past records to measure commitment and will to do the job.

None of these approaches is entirely satisfactory. These approaches should be supplemented by close observation and evaluation of performance during a trial period, and reassignment if performance is less than outstanding.

In addition, administrators look for people who will: be good representatives for education and students; obtain employer participation; have the perseverance to keep knocking on employers' doors to sell them on the program; work in the community without direct supervision; be able to orient employers, obtain their cooperation, and get them to alter attitudes and work processes to meet the needs of the students.

There is consensus that people who have had good work experience in an occupational area are more effective teacher/coordinators. Some states and districts recognize this by awarding one or two years incremental credit for appropriate work experience.

TRAINING: Every outstanding program has a continuing training program for teacher/coordinators. Training includes: college courses, workshops, staff conferences, and training sessions. College courses in cooperative education are required in some states for the teacher/coordinators to obtain certification and tenure. Courses are most often taken on teacher/coordinators' time, but are usually subsidized. Courses generally include:*

- Principles of Vocational Education
- Cooperative Work Experience Programs
- Outlines for Diversified Work Experience Programs
- Principles and Administration of Vocational Guidance, and
- Educational and Occupational Information.

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*NCLC is desgning a suggested curriculum for preparing teacher/coodinators which contains other courses. These are: Introduction to Cooperative Vocational Education; Teacher/coordinator Administration; Coordinating and Intergrating Activities; Improving Learning at the Work Site; Cooperative Vocational Education for Students with Special Needs; Using Labor Market Information in Planning and Conducting CVE Programs; Monitoring, Evaluating, and Improving CVE Programs.

Attendance at training workshops is manadatory when on school time. When on the teacher coordinator's time, attendance may be voluntary. Workshops generally focus on improving job related skills through analysis of case studies and problem solving, theory related to cooperative education, and preparing and using educational materials. Staff conferences tend to be devoted to providing operational information, and reviewing local conditions and immediate problems.

Some states employ traveling trainers, who provide local administrators and teacher/coordinators with consulting help for specific problems and one-on-one training.

The following were identified by coordinators as important topics for training courses and workshops:

1. Public relations with the community, employers and school staff;
2. Student relations including occupational problems, placement and evaluation;
3. Obtaining and selecting appropriate work-stations;
4. Employer relations including developing training agreements and plans, improving the learning on the job, supervision, and performance evaluation;
5. Coordinating classroom and on-the-job learning.

Selecting and Training Teacher Coordinators

A review of the course offerings of twenty six colleges and universities indicated that when key elements were weighted in terms of emphasis,* the 9 most important were:

1. Related Class Curriculum
2. Selecting and Assigning Students
3. Public Relations
4. Program Administration
5. Laws and Criteria for Selecting Work Stations
6. Selecting and Training Teacher/coordinators
7. Advisory Committee
8. Program Evaluation
9. Participation in Student Occupational Organizations

Among the topics which were generally ignored are such important areas as:

Obtaining support from employers' personnel

Obtaining support from employer organizations

Job design to meet developmental needs

Flexibility in adjusting work stations to meet student's needs

Employer participation in student selection

Handling conflict and discipline at the work station

Preparing students for work assignment

Student participation in assignment to a work station

Post graduation support

Dealing with employers' problems

Programs for students with special needs

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* Weighting was based on 5 points for course content, 3 points for major emphasis, and 1 point for a topic in the course.

The most common areas for workshops are:

Public Relations

Coordination with other school programs

Related class curriculum

Training plan

Review of experience, feedback and coaching by superiors, staff conferences, educational system-sponsored workshops are all important for improving performance and facilitating local and intra-system coordination. Advances in theory and practice usually come from outside of a system. To keep in the vanguard and to progress, teacher/coordinators and administrators should seek out sources which can provide information about these advances and alternatives to current practice. Becoming familiar with the activities and membership of trade organizations is an important element in carrying out the marketing function. These organizations can provide information about occupations such as new competency requirements, job openings and potential employers.

Sources include journals and conferences of professional organizations concerned with vocational and cooperative education, business and civic organizations, and others which focus on a specialized area. The section "Other Sources" contains a list of organizations and journals.

Selecting and Training Teacher Coordinators

HINTS:

1. Teacher/coordinators should be encouraged to improve their public relations and increase their marketing opportunities by becomming active members in business and civic organizations such as the Rotary and in organizations related to specific occupational areas such as Farmers Educational and Cooperative Union.

2. Teacher/coordinators should be required to develop good working relationships with other teachers and guidance personnel.

3. Provide for a system of regular, on-going training, both formal and informal. Where resources for training are scarce, some states resort to self help. One state has trained a cadre of outstanding local teacher/coordinators to become trainers and resource people for other, less experienced teacher/coordinators.

4. In good programs, teacher/coordinators spend considerable thought, effort and time in matching students and jobs. Numerous studies have indicated that careful matching increases employers' and students' satisfaction and reduces the dropout rate. Since many guidance people are college-oriented and depend on students to make a vocational choice, teacher-coordinators are sometimes selected on the basis of their ability to motivate and help to train the guidance counselor and to provide some guidance for students. Most school districts provide some training in these areas.

5. Conduct a task analysis of the teacher / coordinators' job to determine the required competence in your situation. Determine which competencies the teacher/coordinator must have at the outset and which can be acquired on the job or by formal education after appointment.

6. Recruitment for teacher coordinators has to be active. Provide candidates with a detailed job description. The important demands of the coordinator's job should be stressed. Eliminate candidates who want a sinecure.

7. When interviewing candidates for the teacher/coordinator job, don't play down the difficulties of the job. Balance these by describing the job satisfactions. Make sure the candidates know what will be expected of them.

Example 1

COOPERATIVE EDUCATION COORDINATOR FUNCTIONS*

Administration

- Conduct an annual follow-up study on cooperative education students.
- Consult with the local Employment Security Commission Office for the purpose of identifying placement opportunities for cooperative education students.
- Cooperate with school area placement personnel.
- Participate on vocational education advisory committees.

Coordination

- Visit training stations to discuss student progess
- Observe safety conditions present in training stations.
- Encourage training sponsors to provide a variety of job experiences for students.
- Locate prospective training stations.
- Evaluate prospective training stations.
- Follow termination procedures for students who leave training stations.
- Assess student performance with training sponsors.

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*Jack Humbert and Carl Woloszyk, Cooperative Education, The National Center for Research in Vocational Education, Columbus, Ohio: 1983.

- Obtain suggestions from training sponsors for use in related class or lab instruction.
- Complete IRS Form 6199, Targeted Jobs Tax Credit.
- Keep a log of coordination visits.
- Arrange special classroom assignments for cooperative education students who are currently unemployed.
- Practice nondiscriminatory placement procedures with employers.
- Keep a weekly record of student work hours.
- Relocate students to different training stations when student-learners lose employment.
- Relocate students to different training stations when more desirable training stations occur.
- Communicate with training sponsors regarding student and co-employee working relationships.
- Complete a written training agreement for each student.
- Complete a written training plan for each student.
- Use a rating form for evaluating student on-the-job performance.
- Arrange appointments for student interviews with potential training sponsors.
- Inform training sponsors regarding federal and state laws related to vocational education and employment of minors.
- Arrange school schedules with students, faculty, and training sponsors.

- Arrange training station work hours for students.
- Maintain a student cooperative education on-the-job experience file with specific records.
- Encourage student attendance at school and at the training station.
- Correlate content of in-school vocational instruction with training station learning experiences.

Guidance

- Assist students with cooperative education program applications.
- Conduct student interviews for potential enrollees.
- Consult with counselors, administrators and other teachers about students entering cooperative education.
- Orient students to cooperative education policies and procedures.
- Orient parents to cooperative education policies and procedures.
- Orient faculty to cooperative education policies and procedures.
- Assist with students' personal adjustment.
- Confer with students on education progress in school.

- Analyze student cumulative records for placement purposes.
- Assist students with employment applications.
- Assist students in preparing for job interviews.
- Write letters of recommendation for students and/or graduates.
- Conduct home visitations and/or parental conferences regarding student-learners.

Professional Development

- Attend district and/or state workshops, meetings, and seminars.
- Keep current on technological changes in business and industry.
- Participate in local and/or state professional cooperative educational organizations.

Public Relations

- Inform civic and business groups about cooperative education.
- Implement a program for training sponsors' orientation and development.
- Inform student groups about cooperative education.
- Use promotional brochures to inform school and community about cooperative education.
- Prepare in-school displays relating to cooperative education.
- Prepare news releases on cooperative education activities.
- Plan and conduct an annual employer-employee recongnition activity.
- Make annual reports on cooperative education students.

Example 2

Role of the Co-Op Teacher-Coordinator*

Public Relations

1. Explain Co-op program to business, labor, civic and school groups.
2. Participate in local community functions.
3. Plan and prepare publicity releases.
4. Maintain continuing two-way flow of information with school principal, superintendent, parents, business, industry, labor, and community.
5. Arrange special events related to the Co-op programs, e.g., award programs.

Guidance

1. Explain operations and benefits of Co-op program to students and parents.
2. Interview and select students for Co-op program.
3. Counsel students with respect to participation during program.
4. Place students in appropriate work stations.
5. Follow up on student progress.
6. Cooperate with guidance counselors.

Coordination Activities

1. Recruit evaluate and select work stations.
2. Obtain training agreements.
3. Prepare a training plan for each student in cooperation with employer and student.
4. Orient and train supervisors and other employees.
5. Coordiante classroom activities with on-the-job training.

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*This is a modification of a state description.

6. Evaluate students'progress on the job with employer.
7. Make on-the-job coordination and home visits.
8. Help employer improve learning at the work station.
9. Arrange for needed support services.
10. Record experience with the employer and supervisor.

Teaching

1. Prepare related class teaching materials.
2. Teach related class course.
3. Modify curriculum to meet work requirements.
4. Evaluate the linkage with on-the-job learning.
5. Maintain teaching content resource files.
6. May teach a prerequisite class to the cooperative program.

Operation and Administration

1. Plan annual and long range programs.
2. Arrange for adequate classroom and other facilities and resources.
3. Organize and supervise vocational student organizations.
4. Work with advisory committees.
5. Prepare reports.
6. Evaluate program.

Example 3

Guidelines for CWE/DO Teacher Certification

(1) A teaching certificate in a vocational subject,or industrial arts, or guidance.

(2) One year appropriate work experience.

(3) Three years of successful teaching.

(4) Twelve semester hours in courses (to be completed within two years after beginning employment) such as:

- Introduction to Cooperative Vocational Education
- Teacher/Coordinator Administration
- Coordinating and Integrating Activities
- Improving Experiential Learning Opportunities

These are in addition to courses in vocational education required for teacher certification.

-Introduction to Cooperative Vocational Education

To help students gain a general overview, frame of reference, and specific guides that will help them develop, conduct, and evaluate cooperative education programs.

-Teacher/Coordinator Administration

To help students prepare to perform the administrative tasks of teacher/coordinators.

-Coordinating and Integrating Activities

To prepare teacher/coordinators to coordinate their programs with students' needs and to integrate school and workplace activities to serve students', employers' and educational needs.

-Improving Experiential Learning Opportunities

To prepare teacher/coordinators to recruit and help employers and supervisors to participate and perform their roles in the cooperative education program.

Example 4

One district vocational supervisor conducts monthly meetings with teacher/coordinators. The meetings are informal. Each participant may suggest agenda items. In the course of a year there was a wide range of subjects: student job palcement, student attitudes, student recruitment, criteria for work stations, employer cooperation, successful techniques for classroom and work station coordination, curriculum innovations, planning for youth leadership competitive events, planning the annual employer appreciation banquet and developing ideas for public relations. Usually one topic is covered at each meeting. There are shared ideas and problems. Participants say that the meetings have a significant impact on the programs. They also feel better off as members of a cohesive group.

EVALUATION:

1. Was there a task analysis to determine the tasks performed by teacher/coordinators and their relative importance?

2. Are the competencies a teacher/coordinator is expected to possess based on the task analysis?

3. Is the task analysis reviewed periodically to keep it current?

4. Are required competencies divided into those required on entry and those which can be acquired after employment?

5. Are minimum requirements higher than those for classroom teachers?

6. Have all teacher/coordinators completed the required courses for full certification?

   a) percentage certified;
   b) percentage having higher qualifications than required;
   c) non-certified are taking steps to obtain such certification.

7. To what extent do the processes and criteria for selecting teacher/coordinators

   a) test commitment to cooperative education?
   b) evaluate industry experience?
   c) require knowledge of specialized areas such as resources for cooperative education, public relations, and utilizing labor market imformation?
   d) include working with an advisory committee?
   e) Involve participation by the district coordinator, members of the advisory committee, et al.?
   f) include a probationary period?

8. Are training programs tailored to meet the needs of specific teacher/coordinators in a specific environment?

9. Do in-service training and development for teacher/coordinators include:

    a) orientation to characteristics and needs of cooperative education students?
    b) district-wide meetings for teacher/coordinators ?
    c) workshops on special topics ?
    d) performance evaluation and feedback ?
    e) other (describe below) ?

10. Does content of training for teacher/coordinators include :

    a) state and district rules and guidelines ?
    b) advisory committees ?
    c) labor market analysis ?
    d) identifying work stations?
    e) recruiting and selecting students?
    f) orienting students?
    g) orienting employers and supervisors?
    h) developing training plans?
    i) visiting and monitoring worksites?
    j) training work supervisors ?
    k) relating in-school and on-the-job learning?
    l) using student's performance evaluation effectively?
    m) complying with labor laws ?
    n) maintaining public relations ?
    o) obtaining and using other organizational and community resources ?
    p) modifying the workplace and the job to meet students' needs ?
    q) remedial programs for students ?
    r) record keeping ?
    s) placing graduates?
    t) evaluating students' progress?
    u) program evaluation?
    v) other (describe)?

11. Is the effectiveness of selection and training evaluated?
    - a. Selection.
    - b. Training.
    - c. Have the findings been used to improve selection and training?

Overall Assesment and Recommendations ______________________

Remarks ______________________

____
Name and Title of
person making assesment

____
Date

OTHER RESOURCES: Many state departments of education publish materials useful for hiring and training teacher/coordinators. Among some of the states providing good material are: Arizona, Florida, Illinois, New Jersey, Texas, and Virginia.

Studies of the tasks performed by teacher/coordinators, desirable characteristics and competencies, and training recommendations include:

-Calvin J.Cotrell and others, Model Curricula for Vocational and Technical Teacher Education: Report No. 111. Performance Requirements for Teacher-Coordinators. Final Report. Columbus: The National Center for Research in Vocational Education, 1972.

-Jacob J. Kaufman etal., The School Environment and Programs for Dropouts. University Park, Penn: Pennsylvania State University, Institute for Research on Human Resources, August, 1968.

-Jack Humbert and Carl Woloszyk Cooperative Education, Columbus, Ohio: The National Center for Research in Vocational Education, 1983.

-Micheal K. Mitchell, Tasks Performed by Vocational Cooperative Teachers in Secondary Schools of Texas, Considering Time Spent, Importance, Use of Teacher Aides, and Implications for Curriculum Development. Doctoral dissertation , Texas A&M University, 1978.

-Gene Leon Roth, In-Service Education Preference of Illinois Cooperative Vocational Education Teacher-Coordinators, Carbondale: Southern Illinois University, 1978.

-Harland E. Samson, "Critical Requirements for Distributive Education Teacher-Coordinators," a summary of a Ph.D. Dissertation completed at the University of Minnesota, 1964. The Delta Pi Epsilon Journal,V111 August, 1966, pp. 1-2.

-John Walsh and Vincent J. Breglio, An Assessment of School Supervised Work Education Programs Part 11, Urban Cooperative Education Programs and Follow-up Study,Executive Summary, San Francisco: Olympus Research Centers, 1976.

-Bruce R. Joyce and Beverly Showers, Power in Staff Development Through Research On Training, Alexandria, Virginia: Association for Supervision and Curriculum. Development, 1983.

-Gary Lloyd, An Assessment of Cooperative Vocational Programs Since the Educational Amendments of 1976, Columbus, Ohio: The National Cernter for Research in Vocational Education, n.d

-John Wanat and Margaret Snell, Cooperative Vocational Education, Springfield, Illinois: Charles C. Thomas, 1980.

Other Areas of Information

1. Professional Organizations

American Vocational Association (AVA) 1510 H. St., N.W. Washington, D.C. 20005

American Home Economics Association (AHEA) 2010 Massachusetts Ave., N.W. Washington, D.C. 20036

National Vocational Agricultural Teachers Association (NVATA) Box 4498 Lincoln, Nebr. 68504

Cooperative Work Experience Assn. c/o Richard Campbell
Nebraska State Dept. of Education 301 Centennial Mall
South P.O. Box 94987 Lincoln, Nebraska 68509

National Education Association (NEA) 1201 16th St., N.W. Washington, D.C. 20036

American Federation of Teachers (AFT) Continental Building 1012 14th St., N.W. Washington, D.C. 20005

American Personnel and Guidance Association (APGA) 1607 New Hampshire Ave., N.W. Washington, D.C. 20009

American School Health Association (ASHA) Kent, Ohio 44240

2. Journals and Periodicals

Agricultural Education
Workplace Education
Marketing educator's News
Health Occupations
Illinois Teacher
News and Views of NVATA
Journal of Business Education
Industrial and Commercial Training
Industrial Education
Journal of Industrial Teacher Education
School Shop
Vocational Education Journal
Journal of School Health

PREPARING THE STUDENT FOR WORK ASSIGNMENT

DEFINITION: Instruction about the world of work to help the student understand and accept the roles of the cooperative education student and others in the work place and the requirements of the work place includein: punctuality, dependability, cooperation with other workers, productivity and supervision. May include discussing and planning to implement the student's training plan.

OBJECTIVE: To help the student to understand the objectives and processes of cooperative education, to acquire work knowledge, behavior, and skills needed to satisfy the requirements of the work place and to participate in the coordination between school and work.

DISCUSSION: Preparing students to participate in cooperative education should start before placement in a job and continue until the student has made a successful transition, is learning and producing on the job and is effectively coordinating in-school education and on-the-job experience and learning.

There are four areas:

- general preparation for work,
- preparing to participate in cooperative education,
- preparing for a specific job at a designated work station, and
- preparing for employment after graduation.

While there is a common core of information, skills and behavior students need to acquire to become "work ready," the detailed contents and the length of time and practice needed by individual students tend to vary. Within available resources, preparation should be tailored to the specific needs of each student. This may require individual instruction and changing curriculum based on feedback from student and employer.

Classroom climate and demands should tend to prepare student for job climate and demands. Some suggestions are:

- Treat each student as an individual. Provide individual instruction whenever possible. Look for changes in the student's attitude, capability, dress, etc. Provide feedback to students on their progress in a positive manner.
- Set high but realistic requirements and objectives. Enunciate and enforce rules and regulations. Evaluate learning and performance regularly and provide feedback. Help students accept responsibility for their actions. Require that work be done on time and that directions are followed. Emphasize cooperation, politeness and courtesy.
- Provide structure in the learning experience.
- Stimulate them to think about their futures. Develop exercises and experiences which will lead them to think about many possible future job roles. Help them be realistic about their opportunities.

- Maintain control of the classroom situation to the same extent that the work supervisor would on the job.

Content in the first, or general, phase includes:

1. information about work and occupations such as:
   a) facts, terms and concepts about various careers and occupation;
   b) how work, the individual, and society are related;
   c) expected behavior in areas such as attendance, accepting supervision, safety, and productivity;
   d) how attitudes, behavior and values relate to different occupation;
   e) the regards (e.g. money, satisfaction) offered by various careers and occupations;
   f) performance evaluation and employers' expectations.
2. information about students' occupational areas such as opportunities in the local labor market, nature of tasks in entry-level jobs, educational and skill requirements, performance levels and criteria, salaries and promotional opportunities, and current student placements.

3. understanding relationships at the work place including those with supervisors and other workers and respecting the needs, values, and characteristics of others.

4. assessing students' interests, capabilities and potential:

    a) to meet job requirements,

    b) to help students clarify their work related concepts such as interests, attitudes and values,

    c) to increase their self-knowledge through assessment of their attitudes and competencies.

5. in some programs, remedial instruction, indicated as needed by the assessment.

Role play and simulation are commonly used to provide opportunities for students to practice and try out what has been learned and to reenforce learning. Students are given assignments and opportunities to learn more about the occupation, the jobs in the occupation and the tasks in different jobs. These include opportunities to observe and talk with people in the occupation and talks by union officials and managers on the nature of the work.

Instruction for "preparing to participate in cooperative education" frequently is structured around description and discussion of the training agreement and training plan. The content includes:

- nature and objectives of cooperative education and how they differ from those of other education,

- roles and responsibilities of the student, supervisor and teacher/coordinator,
- objectives of and relationships between in-school and on-the-job learning, and
- role and nature of coordination.

Outstanding programs also use the training agreements and training plans to structure the students' preparation for work in a specific job. Once the employer has agreed on the tasks to be performed, students are evaluated and instructed in competencies needed to perform the tasks to ensure that they go to their jobs with the basic and specialized skills needed to experience success.

This phase continues throughout the employment as a cooperative education student. The preparation moves from preparing for this job to preparing for post-graduation employment using the experience on the job as the basis for learning and making the transition to full-time employment. Students are given a series of assigments depending on the type of employer, the occupation, labor market conditions, etc.

A not unusual early assignment is to have students make a job analysis for their assigned jobs, describing tasks and classifying them in terms of competencies, importance, learning difficulty, frequency of performance and nature and reasons for job requirements.

Some teacher/coordinators spend considerable time early in the program preparing students for seeking employment after graduation. The emphasis on job search and related tasks might better be left to the last months prior to graduation when these topics have more direct meaning for students. The content of this area usually includes career planning, job search, the interview, obtaining and retaining a job, preparing a resume and letters requesting job information, an interview, etc. In addition, frequently there are reviews of such topics as interpersonal relations, role of supervisors, attitudes toward work and productivity and work place behavior. This instruction tends to make use of the students' work experiences and performance evaluations. Some teacher/coordinators step up instruction in basic skills in reading and arithmetic and occupational competencies.

Many "preparation for employment" courses include a number of "life skills" such as filling out an income tax return and opening and maintaining a checking account. These are useful topics. But, to the extent that they distract attention and take needed time away from preparing to make the transition from school to work, they are counterproductive. Youths who don't get jobs may need "life skills" other than these.

There should be individual evaluations of the effectiveness of the instruction in each of these areas to provide information for improving content and instruction.

The outstanding programs and teacher/coordinators whom we interviewed were constantly making changes based on their and their students' reactions and experiences.

EXAMPLES:

1. The following is a description of the training program to prepare students for work by the successful Jobs For Missouri Graduates.

   The purpose of the training is to make the student job-ready rather than to teach a particular subject or skill. For 40 weeks, students spend no less than one hour per week either in group activities or in one-on-one meetings with a job specialist. They receive no stipend for the training, which focuses not on a set curriculum, but on individual needs.

The job specialist meets with each student, designs a curriculum and selects appropriate training. If, for example, a student is not a team player, he or she receives a committee assignment, e.g., to plan a conference or to organize a bake sale. Each job specialist works with 35 students.

The job specialists design a curriculum that ensures competency in the following six areas by the end of the senior year:

Personal awareness--teaches awareness of personal characteristics, interests, and career goals.

Getting a job--teaches skills such as writing resumes and letters of application, completing application forms, taking employment tests, telephoning to arrange an interview, and interviewing.

Keeping a job--teaches students what employers expect, how to solve human relations problems, time management, and how to follow directions.

Money management--teaches budgeting, using credit, and purchasing.

Communications and math skills--teaches basic business English and reviews rudimentary business math.

Group participation--teaches how to function as a team memeber or leader.

EXAMPLE:

2. The following illustrates how one state department of education* believes teacher/coordinators should prepare students for cooperatiave education assignments.

   Jane Stephens applied for admission to COE in March as she nears completion of her junior year in high school. Jane's career objective was to be a private secretary in an insurance firm.

   After selecting Jane for enrollment in the COE phase of the Stenography II program, the teacher, Mrs. McKenzie, completed a "Student Needs Assessment" form to develop a profile of Jane's current level of achievement, her strengths, weaknesses, and needs.

   Using data obtained from Jane's cumulative record, from her teachers, and from a personal interview, Mrs. McKenzie rated Jane's current occupational skills and personality traits. Mrs. McKenzie decided that Jane's chosen career objective was realistic, and identified the basic skills she needed to obtain an entry-level position. (See "Student Needs Assessment" chart on page 10).

   Immediate training needs--those things which needed attention early in Jane's training were to increase her shorthand dictation and transcription speed, production typewriting speed, and knowledge of insurance terminology. In addition, she needed some help to improve her poise.

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* Adapted from A Competency-Based Guide for Organizing and Administering Cooperative Office Education, Virginia Department of Education, pp. 7.3-7.9.

Mrs. McKenzie reviewed the assessment with Jane. Jane agreed that the assessment was realistic and fair. Both signed it and it was placed in Jane's folder.

Mrs. McKenzie followed the same procedure for every student who applied for her program. By the beginning of April she started preparing training plans for the students who had been accepted. During the month of May she determined the content and approaches for the course to prepare students for employment both for individual students and the group as a whole. In a second meeting with students before the end of the school year, she discussed the program with them and gave them a simple assignment to complete during the summer months so that they would be thinking about the program and return in the fall ready to begin this cooperative experience.

STUDENT NEEDS ASSESSMENT

Cooperative Office Education

__________________________ High School

Name __________________________________

Career Objective __________________________

OCCUPATIONAL SKILLS RATINGS*

	4	3	2	1
BASIC FUNDAMENTALS				
English				
Mathematics				
Reading				
TYPEWRITING				
Straight Copy				
Production Rate				
SHORTHAND				
Dictation Rate				
Transcription Rate				
OFFICE MACHINES				
Transcribing				
Adding				
Calculating				
Duplicating				
(Other)				
BOOKKEEPING/RECORDKEEPING				
FILING/RECORDS MANAGEMENT				
OTHERS				

PERSONALITY RATINGS*

	4	3	2	1
Ability to Follow Instructions				
Accuracy				
Cooperation				
Courtesy				
Dependability				
Initiative				
Loyalty				
Personal Appearance				
Poise				
Punctuality				
Speech				
Tactfulness				
Composite Rating:				

*4-pointscale: 4 Excellent; 3 Good;
2 Average; 1 Poor

CAREER CHOICE

	Yes	No
Student possesses realistic view of type of work involved in chosen career.	___	___
Student possesses minimal basic skills needed to obtain entry-level job in career area.	___	___
Student possesses specific job skills in career area.	___	___

Career Choice ___ is realistic
___ should be redirected toward
____

JOB PLACEMENT

Possible Beginning Job ____________________
____

Possible Training Stations
1. ________________________________
2. ________________________________
3. ________________________________

IMMEDIATE TRAINING NEEDS

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________
5. ________________________________
6. ________________________________
7. ________________________________

SIGNATURES

____
Coordinator

____
Student

EXAMPLE:

3. Some teacher/coordinators give students an assignment to be completed during the first week of employment which requires each student to obtain information about expected work place behavior. Usually students are given a checklist to guide them. One such list is on pp 12 and 13.*

---

* See pages 12 and 13.

PROVIDE THE INFORMATION REQUESTED IN EACH ITEM

A. The name of your supervisor: ____________________

B. The company's business hours: ____________________

C. Your working hours:

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

D. Describe the work-place rule for each of the following.

1. Signing in when reporting for work: ____________________
____

2. Signing out at end of day: ____________________
____

3. Lunch break (when, where, and signing out and in):
____

4. Absences: ____________________

5. Tardiness: ____________________

6. Dress: ____________________

7. Safety: ____________________

8. Wages: ____________________

9. Coffee Breaks: ____________________

10. Leaving the work station: ____________________

11. Personal telephone calls: ____________________

12. Personal visitors: ____________________

13. Safe keeping of valuables: ____________________

14. Benefits: ____________________

(continued on next page)

E. Relations with other workers:

1. Names of other workers who relate to you at work and describe nature of relationship____________________

____

2. How are you expected to address other workers?______

____

3. How are you expected to address your superviosr?____

____

4. Other rules relating to relations with other workers:

____

____

____

____

F. Other rules which provide guidance for behavior at the Work place:____

____

____

____

____

____

EXAMPLE:
4.

Understanding Your Training Agreement*

Name:____________________ Date Assigned:____________

Work Station:________________ Date Due:___________

Purpose of Activity:

This exercise is designed to help you understand your training agreement. The training agreement lists your responsibilities as a student-worker as well as those of your employer and the school. It is usually drawn up at the beginning of each school year and is a commitment by you, your employer, and your teacher/coordinator. You agree to meet the rules and regulations of the training program. Your employer agrees to give you good training on your job. Your teacher/coordinator agrees to help you with job problems, arrange for appropriate related classwork, provide counseling and meet regularly with your employer. When you have completed this activity you will understand your responsibilities, your school's and your employer's.

Using the training agreement provided by your teacher/coordinator, answer the following questions:

---

* Modified from an exercise used in the Fremont, California School District

Preparing the Student for Work Assignment

1. Why is the training agreement important to you:

2. When is your training agreement completed:

3. List the basic information requested in the training agreement:

4. What are your employer's responsibilities?

5. What are your teacher/coordinator's responsibilities?

6. What does signing the training agreement mean for you?

7. What are your responsibilities as a student worker?

8. Student workers agree to accept six responsibilities. Please explain in your own words what each of these responsibilities means to you.

   - I will maintain regular attendance, both in school and on the job.

   Meaning to You

- I will be honest, punctual, courteous, and cooperative, keep proper health and grooming habits, dress properly, and be willing to work and learn.

Meaning to You

- I will consult with my employer and teacher coordinator about any difficulties arising at work.

Meaning to You

- I will conform to all of the rules and regulations of my cooperating employer.

Meaning to You

- I will furnish my teacher/coordinator with all of the necessary information and complete all of the necessary forms and reports required in the program.

Meaning to You

- I will try hard to fulfill the work assignments and to achieve the objectives outlined in the training plan.

Meaning to You

9. Employers agree to fulfill certain responsibilities. Interview your employer concerning these responsibilities. After each responsibility, state in your own words what this responsibility means to your employer.

   - The employer agrees to provide a schedule of useful work experiences for the student worker and to help the student set realistic job learning objectives.

   Meaning to Employer

   - The employer agrees to devote adequate time and energy in serving the educational and supervisory role.

   Meaning to Employer

10. In summary please complete the following.

- What is a training agreement?

- Why is a training agreement important to you?

- Why is a training agreement important to your employer?

- Why is a training agreement important to your teacher/coordinator?

EXAMPLE:
5.

Your Job Description and Duties*

Name:________________________ Date Assigned______________

Training Station_________________ Date Due______________

Goal of Activity:

This activity is designed to give you a clear picture of what is expected of you by your employer. Knowing your duties will help you become a more confident and productive worker.

Your job description defines what you need to do to meet your work goals. Knowledge of your job description also shows your employer that you know exactly what is expected of you and indicates to your teacher/coordinator what you do at work.

1. What is a job description?

A job description is a list of the tasks included in a job and a description of the competencies needed to perform the tasks. Job descriptions describe jobs not the people who happen to hold the jobs.

Here are two examples that will show you how to complete your job description. Each of the cooperative work experience students mentioned below kept a weekly log of job activities. (See example on pages 19&20.) Carol and Robert used the information to complete their job description.

---

* Modified from an exercise used in the Freemont, California school district.

JOB DESCRIPTION #1

Carol Hernandez is 16 and a junior in high school. She works part-time as an assistant secretary. Her employer is Transcon Insurance Company, a large insurance firm. Here is her job description:

Carol Hernandez
Logan High School

Transcon Insurance Company
4821 Bolt Highway
Logan, Utah 84321

PART-TIME ASSISTANT SECRETARY

General Statement:

Under general supervision, serves as a part-time assistant secretary assisting full-time office secretaries in providing general office support services.

Illustrative Tasks:

Files business letters and forms,
Accounts for filing accurancy of R to Z section,
Totals overdue insurance payments,
Types overdue payments,
Sorts, organizes and staples business materials and reports
Collects and sorts outgoing mail,
Assists in duplicating business materials and reports,
Answers telephone and takes telephone messages.

Required Competencies:

Knowledge and ability to:
- compute arithmetic problems,
- write and spell,
- type 40 words per minute,
- file alphfebetically,
- operate a calculator,
- proofread
- communicate and work with others,
- communicate with customers on telephone.

Licenses:

Driver's license -- for the delivery of out-going correspondence.

JOB DESCRIPTION #2

Robert Carter is 18 and a senior in high school. He works part-time as a salesperson in men's wear. His employer is Raymond's Department Store, a medium-size retail establishment.

Robert Carter
Winter High School

Raymond's Department Store
3211 Main Street
Pleasanton, CA 95222

PART-TIME SALESPERSON--MEN'S WEAR

General Statement:

Under supervision, serves as a part-time sales person in men's wear to assist customers in the selection and purchase of merchandise and performs other related retail merchandising activities.

Illustrative Tasks:

Assists customers in selecting and purchasing merchandise and performs other related retail merchandising activities.

Illustrative Tasks:

Assists customers in the selecting and purchasing merchandise and in fittings and making clothing alterations,
Stocks men's wear department (Section 1),
Maintains display of merchandise and inventory requirements of men's wear department,
Advises customers about garments,
Answer questions relative to fabric or design of garment,
Prepares daily merchandise count of men's wear department,
Opens and closes out cash register terminals, and
Coordinates all mailing of men's wear department advertising.

Required Competencies:

Knowledge and ability to:
  perform elementary sales procedures and bookkeeping,
  exercise good human relations practices,
  make arithmetic calculations,
  communicate and work with others, and
  bilingual speaking ability preferred but not necessary

YOUR JOB DESCRIPTION

Now you are ready to begin developing your job description. Here is a four step procedure for you to follow:

Step 1: Fill out the weekly task log

Step 2: Complete the Practice Job Description form

Step 3: Review the Practice Form

Step 4: Complete the Permanent Job Description form

Step 1: Fill out the weekly task log: Take the weekly task log to your work station and record your assigned tasks for one complete work week.

Step 2: Complete the Practice Job Description form: The Practice Job Description form is divided into three separate sections, which are:

a. General statement

b. Illustrative tasks

c. Required competencies

a. General statement

There are examples of a general statement in Carol's and Robert's job descriptions. The general statement describes the occupation, the level of the job, the nature of the supervision received, and the type of employer.

Write two or three sentences defining your specific job on the Practice Job Description.

b. Illustrative tasks

Illustrative tasks are the most important, frequently performed and representative of the tasks assigned to you. Use the format: action verb indicating the nature of your action, followed by a description of what the action applies to.

Here are three examples of illustrative tasks:

assists in clearing all employee files,
inspects mechanical parts, and
receives and sorts all customer-returned merchandize.

Place illustrative tasks from your daily log in the Practice Job Description form. Remember action word followed by the object of the action.

c. Required competencies

Answer the question, "What knowledge or abilities does it take to perform these tasks?" Some examples of jobs and their required competencies are:

Job	Required Competencies
Truck Driver	o understands traffic laws o coordinates eyes, hands, and feet to control the movement of the vehicle o drives vehicle for long periods with few stops
Newswriter	o analyzes written materials, organizes facts, and interprets variety of subject matter o has a large vocabulary, o speaks clearly and easily when interviewing people and broadcasting news events o identifies and corrects punctuation and spelling errors in written materials o uses accurate grammar o uses words effectively so that readers and listeners have a clear mental picture of ideas

continued on next page

Job	Required Competencies
	• selects the newsworthy aspect of a situation • exercises responsibility for direction and planning
Bricklayer	• uses bricklayer's hand tools and machines • reads blueprinte and drawings to conceptualize finished product, estimate costs, and determine activities • measures, cuts, or otherwise works on materials or objects involved in bricklaying • uses arithmetic and shop geometry to figure amounts of materials needed, dimensions to be followed, and cost of materials
Power Plant Operator	• knows the functions of the overall system and its parts • uses judgment to keep system operational • responds to emergencies • makes arithemetic calculations • directs the work of Assistant Operators • coordinates eyes, hands, and fingers in switchboard operations

Weekly Task Log

Your Name: ______________________________

TASKS:	SUNDAY	Date: __________
TASKS:	MONDAY	Date: __________
TASKS:	TUESDAY	Date: __________
TASKS:	WEDNESDAY	Date: __________
TASKS:	THURSDAY	Date: __________
TASKS:	FRIDAY	Date: __________
TASKS:	SATURDAY	Date: __________

Practice Job Description

Your Name　　Name of Company

High School　　Address

Job Title

General Statement:

Illustrative Tasks:

Required Competencies:

Step 3 : Review the Practice Form: Show the form to your supervisor and teacher/coordinator in that order. Indicate changes suggested by your supervisor and teacher/coordinator on the Practice Form in red. Before preparing your Permanent Job Description, indicate the changes you are going to make and why you are going to make them.

Changes I am going to make in the Job Desciption	Why I am going to make this change

106

Step 4: Prepare the Job Description: Give one copy to your supervisor, one to your teacher/coordinator and keep one.

Job Description

Your Name: ____________________

Company Name: ____________________

Address: ____________________

High School Name: ____________________

Address: ____________________

General Statement:

Illustrative Tasks:

Competencies Required:

Knowledge and ability to:

HINTS:

1. Care should be exercised to coordinate, to take advantage of and to reinforce learning in all classes and instruction relating to work readiness, and not simply to repeat the earlier material. It is even more important that instruction be consistent in all classes and on the job.

2. After a student has indicated an interest in an occupation, arrangements should be made for the student to visit one or more businesses which provide jobs in the occupation.

3. Talking to both the supervisor and the student when you visit the workstation is important to show interest as well as to get information and feedback on progress and need for related instruction, etc.

4. Students who intend to go to work should be provided with information about cooperative education during the 10th year of school. This can include meetings with cooperative education students and visits to work stations. Visit worksites in the company of a school counselor. This not only helps counselors to appreciate cooperative education, it also helps them to prepare for students' counseling sessions

5. Having students report on new words and ideas that they have learned at the work stations provides information on tasks assigned, reinforces learning and suggests material for related instruciton. It also provides learning opportunities for other students.

6. Participation in student organizations such as DECA ia a requirement in most school districts.

7. Keep the program flexible to accomodate the needs of individual students. Some students

need to work on communication and math skills, while others may suffer from low self-esteem.

8. Emphasize to students that they will get entry-level jobs.

9. Do not depreciate any job directly or by implication. Students are very sensitive to nuances in tone and gesture. If the job is good enough for cooperative education it is good enough for the student to prepare to do it well. This doesn't mean that the student shouldn't be permitted to comment on the desirability. Never say or reply to a student's depreciatory comment, "This is the best job we could locate for you."

11. Have students keep a log of their work assignments and report on these once a week. This forces the student to think about the job and provides the teacher/coordinator with information about adherence to the training plan.

OTHER RESOURCES:

Bloomfield, William M., The Vocational Action Plan: A Workbook, available from William Bloomfield and Associates, Inc., 456 Pond Street, Jamaica Plain, Boston, Massachusetts 02130.

Dictionary of Occupational Titles, Government Printing Office, Washingotn, D.C.

From Classrooms to Careers, available from the Executive Director of Jobs for Missouri Graduates, Inc., 111 North 7th Street, Suite 729, St. Louis, Missouri 63101.

Hunter, Andrea, Partners for Youth Employability: An Ideabook for Educators and Employers, Northwest Regional Educational Laboratory, Portland, Oregon, 1982.

Hyde, Carleton, Jacobs, Piper, Schwarberg, and Wolf, *Occupational Work Experience Course: Study of Development*, Instructional Materials Laboratory, Columbus, Ohio, 1980.

Mason, R., P. Haines, and L. Furtado, *Cooperatiave Occupational Education and Work Experience in the Curriculum*, Interstate Printers and Publishers, Danville, Illinois, 1981.

Occupational Outlook Handbook, Government Printing Office, Washington, D.C.

Wallace, Harold R., *Review and Synthesis of Research on Cooperative Education*, The National Center for Vocational and Technical Education, Ohio State University, 1970.

Wanat, John, and Margaret Snell, *Cooperative Vocational Education*, Charles C. Thomas, Srpingfield, Illinois, 1980.

§ Information about employers' expectations, the nature of work assignments, and work rules can be obtained from the state employment service, the Private Industry Council, local unions and employer organizations, members of the advisory committee and local employers.

§ Information about preparing young people for work can be obtained from the National Alliance for Business, Private Industry Councils, state departments of education, community-based organizations, and similar organizations.

§ More information about cooperative education programs for students with special needs can be obtained from the National Child Labor Committee, 1501 Broadway, New York, New York, 10036 (212) 840-1801.

EVALUATION:

	Yes	No
1. Is there a specific course of study to prepare students for work?		
2. Does every potential cooperative education student take this course of study?		
3. Is the course a prerequisite for placement at a training station?		
4. Does the course include information about:		
a. role of the supervisor?		
b. role of the worker?		
c. work place behavior?		
d. interpersonal relations at the work place?		
e. performance evaluation?		
f. employers' expectations?		
g. career ladders?		
5. Are potential cooperative education students prepared to participate in cooperative education?		
6. Is there a work readiness assessment for every cooperative education student?		
7. Is an individual course of study developed for each student based upon the "needs assessment" and the workstation placement?		
8. Does "preparation for the specific work place assignment" continue as the student is assigned new tasks and as new needs are identified?		

	Yes	No
9. Is there preparation for post-graduate employment?		
10. Does this include:		
a. job search		
b. preparation for an interview		
c. resume and letter writing		
d. telephone inquiry		
e. obtaining further training and education		
11. Is there periodic evaluation of the four phases for preparing students and changes made to increase effectiveness?		
a. general preparation for work		
b. preparing to participate in cooperative education		
c. preparing for a specific job at a designated work station		
d. preparing for employment after graduation		

CRITERIA FOR SELECTING WORK STATIONS *

DEFINITION: Requirements and guides established by the state department of education and local officials for selection of work stations and criteria used by teacher/coordinators.

OBJECTIVES: To establish and apply criteria to selection of work stations.

DISCUSSION: In outstanding programs the work place and the school are considered equally important for learning. Teacher/coordinators attempt to select work places which make this operationally possible.

State and district officials set necessary conditions for an acceptable work station. These relate to conditions of employment such as minimum wage, maximum number of hours, prohibited hours, and safety. Teacher/coordinators (and schools) establish and use additional criteria to select work stations to obtain information to:

- implement the occupational plans of the students who will participate;
- compare the desirability of different work places;
- strengthen support for cooperative education;
- improve monitoring of work stations;
- increase students' opportunities after graduation;

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* *Presenting Cooperative Education*, and the key element *Recruiting Employers*, both published by the National Child Labor Committee, contain relevant information.

- identify employers who can provide good work experience for "special needs" students.

Criteria for work stations are established in general terms before students are recruited. They are made more precise after students' interests, competencies, and other characteristics are known. Criteria provide: structure, a check list for investigation and gathering related data which describes work stations, a basis for making decisions with respect to a work station, and a frame-of-reference for a program to help the work station become more effective.

Where there are not enough work stations which meet the additional requirements imposed by the school system, some teacher/coordinators tend to accept minimally qualified employers who will sign a training agreement. Even in these cases, it is still worthwhile to establish and attempt to implement criteria for selection. The analysis of areas in which criteria are not met may turn up ways to help improve a work station and improve students' work assignments. Our concern can be put in one sentence, "Will this employer be a good employer for students in general and this student in particular?" The following are some criteria for identifying "good" employers:

1. Does the employer understand and support the objectives of cooperative education and is the employer capable and willing to provide the occupational experience and training to supplement and complement the school's educational activities in the student's occupational career choice? These are the key criteria. The degree to which the employer satisfies the criteria can be determined by the employer's:

a. availability and openness in discussions with the teacher/coordinator.

b. agreeing to set aside time for meetings with the teacher/coordinator.

c. identifying appropriate tasks for the student and flexibility in redesigning jobs and the sequence of tasks assigned to match with the student's capabilities and learning opportunities.

d. developing jobs which contain tasks which interest and challenge the student to learn.

e. ability to present a positive image of the occupation.

f. serving on the advisory committee or a special committee to accomplish a specific cooperative education objective.

g. willingness to speak in support of cooperative education at meetings of teachers, the school board, businesss organizations, etc.

h. training and educational opportunities provided for full-time workers.

2. Does the employer have the will to cooperate in developing competent workers?

The employer should be capable and willing to provide occupational training and opportunities for learning.

This can be judged by the employer's willingness:

a. to participate with the coordinator in developing a step-by-step training plan.

b. to assign an experienced supervisor to supervise the student.

c. to evaluate student performance and to confer periodically with the student on progress and problems.

3. Does the work supervisor evaluate student performance and know and accept the principles and processes of cooperative education?

The supervisor should understand and agree with cooperative education's principle of coordinated learning in school and on the job, and understanding and using the processes for accomplishing coordination. This can be judged by:

a. cooperation with teacher/coordinator at initial meetings.

b. will to coordinate job assignments with in-school instruction.

c. cooperation in job design to meet student's needs.

d. will to integrate the student into the regular work force.

4. Does the employer have high standards and workers who provide good role models?

Care must be taken to ensure that the organization has high standards for work behavior, quality and quantity of work required, and good business ethics in relationships with people.

Students are quick to pick up and adjust to standards used by adults in the work place. They tend to retain these in future employment. Consequently it is important that the standards in the school sponsored and endorsed work place be acceptable in all respects.

The coordinator must insure that students are not exploited. Indications include:

a. employer's reputation in the general community, in the business community, and among workers and government agencies.

b. wages comparable to those paid in the same or similar occupations in the community.

c. arranging hours of work to conform with the student's school and study times.

5. Is the work station accessible?

Unless there is adequate public transportation or the student has private transportation, a work station which is excellent in all other aspects is not useful. A school bus is sometimes used to transport students leaving at mid-day to a central location from which they can use public transportation. Car pools and volunteer drivers are sometimes used.

6. Is there compliance with all laws?

   Employers must comply with local, state and federal labor regulations related to minors. While compliance is necessary, it is important to show the employer that these are not unduly restrictive and to provide help, if needed, to comply.

   Laws regulating wages, the issuance of student-learner certificates, the employment of minors in hazardous occupations, and situations requiring work permits are the primary areas of concern. The will and ability of the employer to satisfy these requirements are necessary conditions.

General information which is helpful in determining whether a work station is appropriate includes:

1. Total number of employees on the payroll.
2. Number of entry level workers.
3. Anticipated increase or decrease in number of employees over the next two to three years.

4. Annual turnover rate.
5. Opportunities and requirements for advancement.
6. Financial condition.
7. Fringe benefits.
8. Wages compared to similar businesses.
9. Business hours.
10. Types of jobs and occupations.
11. Union relationships.
12. Seasonal and year-round employment.

Some of the information described can be obtained from the employer or the employer's representative. Other information can be obtained from or by members of the advisory commitee. Once obtained and a file with the information set up, it should be periodically reviewed and updated.

EXAMPLES:

1. Some teacher/coordinators leave printed materials about the employer's responsibility with a prospective employer and ask for comment. Here is one example:

   The employer's responsibilities in cooperative education:

   - provide work experience with opportunities for learning;
   - plan for job progression;

- help develop, use, and periodically review the training plan;
- appoint a qualified employee to supervise the student-worker;
- work with the coordinator to carry out program objectives;
- encourage the student-worker to develop good work habits and attitudes;
- make suggestions to improve the program, strengthen the training, and make education more appropriate;
- pay a fair and equitable wage in relation to the student-worker's skill, ability and experience;
- comply with the laws and rules for employing students.

2. Many teacher/coordinators routinely tour the plant or office to observe the relationships among workers, work behavior, equipment, facilities, and working and safety conditions.

3. The following is an example of a teacher/coordinator's checklist to facilitate assessment of a potential work station. This can also be used to evaluate what is happening at a work station to determine areas which need development and to record the experience with a work station for the next year's assignment.

EVALUATION OF POTENTIAL WORK STATION

Company ______________________ Address ______________________

______________________ Phone (   ) ______________________

Contact Person (name and title) ______________________

Evaluation ______________________ Date ______________________

Basis of Evaluation ______________________

______________________ Occupation ______________________

CRITERIA	Evaluation*			
	1	2	3	4
1. Previous experience with this employer				
2. Acceptance of objectives of cooperative education				
3. Reputation of company in community				
4. Experience with employing young workers				
5. Willing to employ "special needs" students				
6. Adherence to federal, state and district rules, etc.				
7. Working conditions -- health, safety, etc.				
8. Facilities, equipment, etc. for learning				
9. Transportation to work place				
10. Wages and fringes				
11. Hours of employment				
12. Participation in developing and implementing a training plan				
13. Cooperation with teacher/coordinator and school				
14. Flexibility to adjust work, hours, etc.				
15. Will meet periodically with teacher/coordinator and keep records				
16. Will to implement training agreement				
17. Quality of work experience				
18. Quality of training				
19. Quality of supervision				
20. Role models				
21. Continuation of work during agreement period				
22. Opportunity for continued employment				
23. Provide tasks of increasing difficulty				
24. Design assignments for both success and challenge				
25. Concern with development as well as production				
26. Will rotate assignments				
27. Give students adult responsibilities				
28. Opportunities to interact with adult workers				
29. Opportunities to learn complementary skills not taught in school				
30. Opportunities to cooperate with other workers				
31. Environment reenforces work satisfaction				

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*1 = disqualified as training station
2 = not satisfactory--improve or trade off against a supervisor for the training station
3 = satisfactory
4 = superior
Blank = insufficient knowledge to judge

PLACE COMMENTS ON REVERSE SIDE

4. Example of a record form:

WORK STATION PROSPECTUS

Company Name____________________________ Phone____________________

Address____
Street Number City Zip

Name and title of contact person_________________________________

Nature of business____

Distance from school__________________ Number of Employees________

Nature and quality of transportation_____________________________

Entry jobs available--occupation and typical tasks:

____

____

____

____

How was initial contact made______________________________ _____

Date of contact____

Evaluation of work station (attach evaluation check list)

If "needs improvement" or "unacceptable" indicate why ________

____

____

____

Interest shown by contact person ______________________________

____

____

CRITERIA FOR SELECTING WORK STATIONS

Students for whom this would a satisfactory work station

____

____

____

Follow up action____

____

____

____

It is the policy of the school district that no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

5. Example of an evaluation form :

COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF WORK STATION

Name of business ______________________________ Date ________

Address ____

Contact person ____________________ Title ______________________

Telephone Number __________ Type of Business _____________________

Is the employer able and willing to:

	YES	NO
1. Relate training to the career objective of the student-learner	___	___
2. Instruct the student on the job	___	___
3. Provide learning experiences which are comparable with the student's capabilities and interests	___	___
4. Assist in the development of a training plan for the student learner	___	___
5. Have periodic conferences with the teacher/coordinator concerning the student's progress	___	___
6. Work closely with the student or assign a qualified employee to offer guidance and instruction to the student	___	___
7. Provide a safe and accessible environment appropriate and beneficial for a student	___	___
8. Prepare reports relating to attendance, evaluation of work skills, personal growth and development, positive employee traits, etc.	___	___
9. Observe all state and federal laws relating to the employment of students	___	___
10. Use safe and up-to-date equipment	___	___
11. Agree on appropriate work/school schedule	___	___

CRITERIA FOR SELECTING WORK STATIONS

		YES	NO
12.	Pay the student-learner wages commensurate with other entry level workers	___	___
13.	Use non-discriminatory hiring policies and employment practices	___	___

14. Other (describe)____

____

____

____

____

OVERALL EVALUATION: Accepted____________ Rejected______________

WHY?____

____

____

____

6. The following list is a summary of standards for determining the adequacy of potential work stations issued by the Virginia Department of Education:*

(1) Understands and shows an interest in the COE program.

(2) Is interested in providing instruction, not merely part-time employment.

(3) Is willing to provide a wide variety of learning experiences compatible with individual needs and capabilities.

(4) Is willing to confer periodically with the COE coordinator.

(5) Is willing to develop jointly with the coordinator a step-by-step training plan.

(6) Works closely with the student-learner and the coordinator, offering personal and effective instruction.

(7) Makes instructional materials available to the student-learner and coordinator.

(8) Provides employment which meets or relates to the career objective of the student-learner.

(9) Employs the student-learner for at least 15 hours per week.

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* " A Competency-Based Guide for Organizing and Administering Cooperative Office Education," 1979.

(10) Serves as or designates a training sponsor to supervise and direct the student-learner's on-the-job training.

(11) Discusses career possibilities with the student-learner.

(12) Provides a physical and moral environment which is safe and beneficial for the student-learner.

(13) Establishes a working schedule for the student-learner which is in agreement with local and state program guidelines.

(14) Has equipment and facilities which are adequate, reasonably modern, and in good condition.

7. TRAINING STATION EVALUATION CHECKSHEET *

Potential Training Organization ____________________

Address ____________________ Phone ________

Date of Interview ________ Person Interviewed ________________

Job Classifications (Circle appropriate titles)

File Clerk
Receptionist
Mail Clerk
Bookkeeper
Calculator Operator

Receptionist
Stenographer
Keypunch Operator
Typist
Duplicating Machine Operator

Clerk Typist
Secretary
Transcriptionist
General Office Clerk
Other ____________

Job Entrance Tests Yes No

Skill Standards Required ____________________

Does the attitude of the employer seem conducive to effective cooperation with the school in the operation of cooperative office education?

Yes No

Are there provisions for a range of on-the-job experiences?

Yes No

Are the equipment and facilities satisfactory?

Yes No

Is the employer willing to work with the teacher-coordinator in developing a training plan for a specific career goal?

Yes No

Does employee morale seem conducive to satisfactory relationships for student-learners?

Yes No

Does the instructional potential of the training organization seem satisfactory?

Yes No

Is the training station satisfactorily located?

Yes No

Will the monetary compensation be adequate?

Yes No

Signed ____________________
Teacher-Coordinator

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* "A Competency-Based Guide for Organizing and Administering Cooperative Office Education," Richmond, Virginia, Virginia Department of Education, 1979.

CRITERIA FOR SELECTING WORK STATIONS

HINTS:

1. Members of the advisory committee can be asked to provide information, evaluate training stations and influence employers to make changes needed to satisfy key criteria.

2. Don't overload the evaluation with too many criteria. Our lists contain more than most programs need. The primary criterion is "will the work experience with this employer significantly increase the student's opportunities for employment in the chosen occupation upon graduation from high school".

3. Don't assume that criteria will be useful forever. Review their usefulness each year. The primary purposes of criteria are to help predict the comparative values of work stations for specific students and to eliminate those which will not meet the objectives of cooperative education for any student.

4. Put more faith in the values of criteria for which there are reliable data for evaluation than good-sounding criteria for which there are not reliable data.

5. Employers must see concretely how they will benefit, how they can contribute, and how their contribution will benefit the student. During your analysis of the employer's characteristics determine how to satisfy these concerns. Voluntary relationships which are not recognized as benefitting both parties do not last.

6. Many excellent cooperative training opportunities exist in small businesses. These small organizations can provide the student with a well-rounded and varied experience and training. Evaluate their working conditions, safety practices, facilities for training, and on-the-job supervision carefully, and be prepared to provide assistance to improve the learning opportunities.

7. Where there are labor unions, ask that union officials be informed of the program. Strong opposition may be encountered if the program is not thoroughly explained and understood. This would virtually ensure a poor learning experience.
8. Record information as soon as possible after obtaining it. Make your assessment while the information is fresh in your mind. This is particularly important where decisions are based on your impression.
9. Use a checklist.
10. Classify criteria as "necessary" and "desirable."
11. Desirable criteria can vary from student to student and occupation to occupation.
12. Resist the temptation to accept a work station which doesn't measure up because it might accept a student who otherwise might not be placed. In particular, do not accept one which will not specify tasks.
13. Occasionally placement in an unpaid work place may be more advantageous for career development and future employment than a poor placement which pays a good rate. Some school districts allow this type of internship in cooperative education.

EVALUATION:

1. Are there written criteria for selecting work stations and an evaluator's checklist?
2. Are the types of experiences which would have been beneficial for each student and the types of employers who could provide these experiences identified?

3. Are criteria established for each student?

4. Do criteria for selection of training stations include:

    a. Commitment to CWE?
    b Employer's record?
    c. Supervision?
    d. Opportunities for student to acquire good work habits?
    e. Opportunities for student to learn and practice appropriate skills?
    f. Opportunities for rotation?
    g. Interest in helping the student?
    h. Adherence to safety and health regulations?
    i. Opportunities for student for full time employment?
    j. Possible discriminatory employment practices?

5. Are criteria used?

6. Are any useful work stations eliminated?

7. Are any poor work stations accepted?

8. A record is made and reviewed of all evaluations using the criteria.

9. Criteria are reviewed and validated or changed periodically.

10. The criteria are discussed with the employer.

BIBLIOGRAPHY:

For various types of forms and reports which can be used for selecting work stations see John A. Wanat and Margaret A. Snell, Manual for High School Work-Experience Administrators, Boston, Northeastern University, Custom Book Program, 1983.

CRITERIA FOR SELECTING WORK STATIONS

For help in determining what constitutes an acceptable work station see, A Competency-Based Guide for Organizing and Administering Cooperative Office Education, Virgina Department of Education, Richmond, Virginia, June 1979, Module 6, "Finding Training Stations."

Several older articles are still pertinent today. See J. Cottrell, "Recruitment of Training Stations," Business Education Forum, December 1962, p. 22; and Robert H. Meyer, "The Local Community--A General Business Laboratory," Journal of Business Education, May 1966, pp. 333-349.

For ideas and techniques on recruiting employers, see Presenting Cooperative Education, National Child Labor Committee, 1983. (Part of this series of materials.)

Kansas and Arizona State Departments of Education Handbooks for Cooperative Education contain explicit criteria for selecting training stations.

RECRUITING EMPLOYERS

(Identifying work Stations)*

DEFINITION: Identifying employers who can provide appropriate work experience for students and getting them to participate in accordance with a training agreement.

OBJECTIVES: (a) To identify and obtain a sufficient number of good work stations to provide appropriate work experience for all students who want cooperative education. (b) To gain support and participation from employers who are able to provide the kind of jobs and training students need.

DISCUSSION: The objectives of this element are among the most important and difficult to achieve. Some states and LEA's employ teacher/coordinators for an 11th month to give them more time to plan and achieve these objectives.

Many teacher/coordinators have difficulty recruiting a sufficient number of work stations to satisfy the needs of the students who wish to participate. Some tend to lower their sights in terms of quality of placement, placing the most needy students, and requiring full cooperation from employers. This tends to be counter-productive. Employers participate for a number of reasons. None of these are served by not getting agreement in advance on the nature of the commitments made by employer, school and student and holding the employer to the agreement. Introduction to work in a poor work station may lead to poor work habits which are not easily changed. Giving jobs to overqualified students who are going on to college and denying them to less qualified students who will enter the labor market upon graduation defeats the major purpose of cooperative education. The tendency to take this route can be decreased by competence in identifying and developing sufficient, good work stations.

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* The discussion for this element is in two parts: 1) Identifying possible work stations and determining the most appropriate to meet students' needs; and 2) marketing cooperative education to the employers. The discussion here deals with the first of these; the second is dealt with in a separate manual Presenting Cooperative Education.

Schools with outstanding records for recruiting good work stations include the following steps in the process:

1. Review each year's experience and labor market projections with guidance counselors and vocational education teachers to help guide students to occupations in which there are entry level jobs in the local labor market.

2. Gather and analyze data on students' competencies and developmental needs.

3. Gather and analyze data on entry level jobs and meeting student developmental needs in the local labor market.

4. A) Adopt workplace recruitment objectives and policies.

   B) Analyze and evaluate the match between students' needs and local labor market potential.

5. Prepare a detailed plan to identify and recriut the required work stations.

6. Implement the plan. (Most find it necessary to modify their plans as they go along and more accurate information becomes available.)

7. Evaluate results and prepare notes for next year.

Note: The key is to find jobs to meet individual students' needs, not, fitting students into jobs which happen to be found.

These steps are described in detail below:

1. Review each year's experience and labor market projections with guidance counselors and vocational education teachers.
   The job market tends to change more rapidly than vocational education. While learning the skills for an occupation in which there are no entry level jobs in the local labor market is a loss for students going on to post-secondary education, it is a disaster for students who expect to work. Using the best information available on what the job market will be two to three years from now to guide students, and the occupations students are choosing to guide efforts to identify work stations, can lead to a better fit when students are ready to participate in cooperative education.

2. Gather and analyze data on students' competencies and developmental needs.
   The kinds of data gathered include:
   A. Number of students in 11th and 12th year in each occupational area

   B. Number of students in 11th and 12th year in each occupational area who want to participate categorized in terms of job readiness. A common set of categories is:

      (1) highly qualified for most entry level jobs

      (2) qualified for most entry level jobs with minor orientation, on-the-job training, and minor task sequencing

(3) Not completely qualified but could be satisfactory with careful task sequencing or additional education in basic, skill or behavioral areas

(4) Not qualified for entry level jobs unless job is redesigned to change or eliminate some tasks or special skills and other training is provided or some other significant accommodation is made. (These are students with special needs.)

Data are obtained from vocational education teachers, vocational counselors, students' and parents' expressions of interest, and special experience in previous years. The analysis should indicate the number and types of jobs needed in each occupation, the level of competence which students could be expected to have upon placement and the kind of employers who could and would be willing to provide appropriate work stations.

3. Gather and analyze data on the potential for meeting students' needs in the local labor market.

Working from students' needs, the data sought are:

A. a current occupational analysis for entry level jobs in the local labor market in the occupations which meet students' needs

B. the employers who can provide the jobs and the number of jobs each employer could provide

C. the nature of the jobs these employers could provide in terms of training, supervision, criteria for acceptable performance, safe work practices, accommodation for special needs, continued employment, etc.

D. organizations which could help to identify jobs, help recruit employees, provide services for students with special needs, etc.

Gathering comprehensive data in a local labor market is a technical, time consuming enterprise. We do not recommend that any teacher/coordinator spend the time and effort that this would require. There are good services for generally useful information and simple non-professional approaches for obtaining useful information. The U.S. Department of Labor and virtually every state department of labor conduct continuing studies and have available labor market information for states and standard metropolitan statistical areas and sometimes for small geographic areas as well. These data are generally useful for determining labor market characteristics and the kinds of employers who could provide jobs in specific situations. The fact that they do not provide information for school districts is a disadvantage. However it is not a serious one.

More detailed information of the local labor market's characteristics and trends, including the identification of potential employers, can be obtained from other sources. Some of these are: Rotary, Chamber of Commerce, trade associations, economic development agencies, the yellow pages, want ads, Private Industry Council, local job development organizations and the state employment service. Sources for even more detailed information about specific employers are: members of the advisory committee, records of present and past employer participants, vocational education teachers and current and former students and their parents.

The kind of information about specific employers which is useful includes:

- types of jobs and number of each kind

- hiring patterns and practices
- past willingness to participate in youth employment and training programs
- ability to provide learning opportunities
- possibilities for offering graduating students employment
- workplace safety
- quality of supervision
- names, addresses and telephone numbers of persons who can make the decision to participate
- probable attitudes of other workers toward students
- accesss to workplace by public transportation.

The data gathered should be organized to indicate good, fair, and poor prospects by occupation and student category, ability to provide appropriate experience and training, and degree to which state and local employment and education rules and regulations are satisfied. The organization of date should be such that comparison with the needs assesment date is facilitated.

This information should be kept in an easily accessible card file and updated each year.

4. A Develop workplace recruitment objectives and policies:

Some objectives and policies are determined in advance by the state, school board, superintendent of schools, et al. Examples are: priority in placement should be given to students who intend to enter the labor market after graduation and the employer must be in compliance with all OSHA regulations. Others are determined by the administration and teacher/coordinators. Whatever the policies and objectives are, they should be written down so that they can be taken into account.

Based on these general objectives and policies, priorities and acceptable approaches should be determined. For example, the policy to give priority in placements to students who intend to work after graduation requires that recruitment of workplaces for these students be given priority over recruiting employers who could not employ these students.

The resources available for recruitment must be taken into account. These include teacher/coordinator time, availability of the advisory committee members, the amount of time it takes to recruit a workplace, determine the quality of the workplace, etc. Starting with the employers easiest to recruit and continuing to the next easiest etc., is not always the most efficient approach.

B Analyze and evaluate the match between students' needs and labor market potential:

(1) Organize the data relating to students' needs and workplace slots for each occupational area. Example 1 illustrates two useful worksheets.

(2) Are there sufficient "outstanding" and "acceptable" employer* prospects to satisfy all students' needs?

(3) If the answer is "yes", tentatively assign students and indentify the nature of the choices which can be given to employers and students.

(4) If the answer is "no," indicate the nature of the problems and the trouble areas. Are there sufficient opportunities if "marginal" employers are brought into the prospect pool. If "yes", is it posible to help these employers and work stations to improve the nature of the experiences. If "yes", continue as in (3).

(5) If the answer to question (4) is "no", review the employers indentified as "poor" prospects for the student population which has to be placed. Spell out why they are classified "poor" and determine whether there is anything you or anyone willing to help you, e.g., members of the advisory committee, can do which would help improve the employers' qualifications.

(6) If the answer to (5) is "no", review the employer population and determine whether there could

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* See the key element "Criteria for Selecting Work Stations".

be sufficient slots if the work readiness of the student population is improved and special remedial and support services are provided. If the answer is "yes", can the necessary improvements be made?

(7) If steps (5) and (6) do not produce an appropriate placement for every student, it is necessary to identify additional work stations.

5. Prepare a detailed plan to identify and recruit the required work stations

A. Step 4 should yield information with respect to possible placement of students which can be made:

(1) Without any special program for the student or employer or modifications at the work station.

(2) With some special services for employer and modifications at the work station.

(3) With some special education and support services for the student.

(4) With some special services for employer and modifications at the work station and special education and services for the student

B. Step 4 should also provide information about the kinds of work stations:

(1) Needed by students who haven't been placed.

(2) Which are available for other students

C. Review the proposed placements.

(1) Verify that priorities, as expressed in objectives and policies, would be achieved.

(2) Confirm participation of employers and students identified in "B(2)".

(3) Determine: whether the employers identified in "B(4)" would agree to accept the services and make the modifications; that the necessary help can be provided; and confirm the students' participation.

(4) Determine whether the special education and support services required by the students in "B(6)"can be provided and confirm the participation of students and employers under these conditions.

(5) Determine whether the changes and services required by "B(6)" are feasible and acceptable to students and employers.

D. Based upon the analysis in "C" identify:

(1) Placements which can be made routinely.

(2) Placements which can be made after appropriate modifications are made and the action to be taken to make the modifications.

(3) Students who will not be placed and workslots which will not be filled

E. Use standard operating procedures to make the placements "D (1)".

F. Obtain resources to achieve the objectives implicit in "D (2)" and develop detailed plans to achieve these.

G. Explain the situation to students and employers who cannot participate at this stage and plan to take steps to recruit additional work stations and students.

H. The plans "E", "F", and "G" should indicate the required activities, time schedules to achieve the objectives and who will do what, with what resources. They should also indicated intermediate objectives at specific points in order to permit exercising control and bringing an operation, which has gone off course, back on.

I. Some recommendations and guides for the various activities, including recruiting additional employers and helping students become work ready, are contained in the discussions of other key elements.

6. Implement the plan

It is never possible to carry out plans as written. Be prepared to change in mid-stream if necessary. Note why change is necesssary, what change is made and why the specific change is made If we are to learn from our experience, we have to know when and why we diverge from the plan. The key is to keep a close watch on schedule, intermediate objectives, and control points and take action to keep on course.

7. Evaluate elements and prepare notes for next year

For the record and the future, note expenditure of resources, primarily your own time, achievement of objectives, and what worked and why, so that better estimates can be made.

Example 2 is a form which is helpful for evaluating the effectiveness of placements.

Example 3 is useful for organizing data relating to penetration of the labor market.

Example 4 is a summary evaluation table.

Example 1

WORK SHEET

MATCH BETWEEN STUDENTS AND LABOR MARKET

Occupational Area:________________________________

TABLE A

<table>
<tr><td colspan="5">Students to Place by Category:</td></tr>
<tr><td rowspan="2">STUDENTS' NAMES</td><td colspan="4">Category of work readiness</td></tr>
<tr><td>1. highly qualified</td><td>2.qualified</td><td>3.marginal</td><td>4.special needs</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>TOTAL NUMBER</td><td></td><td></td><td></td><td></td></tr>
</table>

Special information about the occupationial area:

____

____

____

____

TABLE B

Number of Possible Work Slots by Employer and Category

Employer	Number of Work Slots by Category of Experience				Category of acceptable students*			
	very 1.good	2.o.k.	3.?	4.poor	1	2	3	4
Company A								
Company B								
Totals								

*Note the category of the least qualified student the employer will accept

1. Highly qualified, 2. qualified, 3. marginal, 4. special needs

COMMENTS:

EXAMPLE 2

EVALUATION OF ELEMENT EFFECTIVENESS

Meeting student needs

1) type of student/quality of placement	TOTALS			WHITE		BLACK & OTHER		SPECIAL NEEDS	
	M & F	Male	Female	Male	Female	Male	Female	Male	Female
number of students applying for cooperative education									
number of students accepted for cooperative education									
number of students: a) placed in: 1) outstanding work stations									
2) satisfactory work stations									
3) work study									
b) not placed									

2) occupational area

	Occupational Areas		
	Office	T&I	Etc.
number of needed places			
number of students placed in occupation			
number placed in other occupations			
number of students who completed the work cycle			
number of students who felt their work placements outstanding			
number of students who felt their work placements safisfactory			
number of students who felt their work placements poor			

EXAMPLE 2.

Example 3

Penetration of Labor Market

Number of:	Total	0_1	0_2	$0_{x...}$
Places needed				
Potential employers				
Potential jobs				
Employers contacted				
Employers participating				
Jobs provided				
Jobs filled				
0_1, 0_2, 0_x -- refer to occupational areas, e.g., distributive, office, health, etc.				

Example 4

Element Activities	EVALUATION			
	0	1	2	3
1. Student data gathered				
2. Student data analyzed				
3. Labor market data analyzed				
4. Potential employers identified				
5. Plan to recruit employers				
6. Implementation of plan				
7. Evaluation of results				

0 = no activity
1 = poor, needs improvement badly
2 = satisfactory, could be improved
3 = does not need improvement

Example 5.

The following list is a summary of standards for determining the adequacy of potential work stations issued by the Virgina Department of Education*:

1. Understands and shows an interest in COE programs.

2. Is interested in providing instruction, not merely part-time employment.

3. Is willing to provide a wide variety of learning experiences compatible with individual needs and capabilities.

4. Is willing to confer periodically with the COE coordinator.

5. Is willing to develop jointly with the coordinator a step-by-step training plan.

6. Works closely with the student learner and the coordinator, offering personal and effective instruction.

7. Makes instructional materials available to the student-learner and the coordinator.

8. Provides employment which meets or relates to the career objective of the student learner.

9. Employs the student-learner for at least 15 hours per week.

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*"A Competency Based Guide for Organizing and Administering Cooperative Office Education" 1979

10. Serves as or designates a training sponsor to supervise and direct the student-learner's on-the job-training.

11. Discusses career possibilities with the student-learner.

12. Provides a physical and moral environment which is safe and beneficial for the student-learner.

13. Establishes a working schedule for the student-learner which is in agreement with local and state program guidelines.

14. Has equipment and facilities which are adequate, reasonably modern, and in good condition.

HINTS:

1. Rural Areas

Work opportunities are limited in rural areas. There are few industries and those that are there usually have to take advantage of low wage workers. However there are opportunities related to small business and agriculture. There are studies* which provide some information and guidance. Recommendations include:

- o Develop curriculum for occupations related to farm products, farm equipment, food processing, etc.
- o Work closely with the economic development agency for the area. The presence of skilled workers can help their efforts. If you know the type of industry the agency is trying to attract, it can help guide your efforts.
- o Work closely with parents.
- o Help students acquire entrepreneurial skills and get them jobs with small entrepreneurs.
- o The teacher/coordinator should also provide guidance counseling and support services.

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*Rosenfeld, S.,"A Portrait of Rural America: Conditions Affecting Vocational Education Policy," Vocational Education Study Publication No.6., Washington, DC: National Institute of Education, U.S. Department of Education,April 1981.

2. Some tactics used in a last effort to recruit additional appropriate work stations are attempts:

   - To convince present employers to employ additional students.
   - To get additional introductions to potential employers from advisory committee members, business groups, employers, et al.
   - To have parents and students try to obtain work stations.
   - To conduct a door-to-door and phone campaign to targeted employers.

3. Convincing present employers to employ additional students may be the easiest strategy to implement. Employers who are satisfied with the students assigned to them tend to be responsive to a strong plea from the teacher/coordinator to take one or more students. Teacher/coordinators stress the excellent experiences students are getting, and indicate that too few employers are able to provide such experiences. (A little flattery is not bad, but it must be based on facts. Don't try to sell a borderline employer.) The costs of this approach are small; it takes only a few additional minutes during a regularly scheduled visit. The employer's experience with cooperative education and the teacher/coordinator's knowledge of working conditions, tasks, performance requirements, etc., facilitate preparing training plans. Some coordinators bring a student's profile, show it to the employer, and stress the student's strong points. This may convince the employer to agree to take the student.

4. Getting parents and students to identify and recruit employers has its hazards. They must be properly prepared so that the jobs they obtain meet the requirements.

5. While the total cost of a mail and phone campaign is high, the cost per employer contacted is low. The bottom line is the cost per satisfactory work station.

6. Costs can be cut by (a) using volunteers to make phone calls. Members of the advisory committee, teachers and counselors, and students can all help; (b) getting mailing lists from friendly business organizations; (c) limiting recruitment to specific types of businesses which tend to employ young people and have other characteristics which indicate a better than average chance for success.

7. Volunteers, whether parents or advisory board members, must be knowledgeable about the rules and conditions for participation. Feedback, control, and monitoring procedures should be set-up to insure that they do not give wrong information. It can be discouraging for all concerned if an employer recruited by a volunteer is found to be unacceptable for cooperative education. It requires time, effort, and funds to train and monitor volunteer activities. However, the more volunteers who can be involved, the more employers can recruited within a given time span.

8. Changing the criteria for selecting work stations should be considered only as a last resort, when it is imperative to obtain more work stations. Any changes made must meet the fixed standards established by the state, especially as they pertain to safety, health, and child labor laws.
The greater danger is that these will be poorer quality work stations not matched to students' needs. Effort should be made to alter conditions to bring the work stations up to minimum standards. Further, to the greatest extent possible, these training stations should not be assigned to students who intend to work full time after graduation

9. Obtain information and keep a file on all employers in the area, whether of not they have indicated interest or have jobs in which you are interested now.

10. Develop information sources, contacts and programs for specific industries, e.g., insurance companies, with the help of an industry advisory board.

11. Determine the support you can give employers and the demands that will be made on them.

12. Identify the key people in major employing companies.

13. Work actively at identifying and obtaining information about prospective employers throughout the year.

14. Employers who participate in Summer Youth Employment Programs are good prospects. Also members of the National Alliance of Business and similar local organizations.

EVALUATION:

1. Is there a comprehensive district-wide plan to identify and recruit work stations needed for students?

2. Are plans and activities coordinated with those of other job development agencies, e.g. PIC?

3. Does the district plan integrate those of the individual schools and teacher/coordinators?

4. Is there a district publicity program to interest and gain support in obtaining work stations from

    a. employers?
    b. employer organizations?
    c. unions?
    d. community groups?

5. Is material provided to help teacher/coordinators recruit employers ?

6. Is labor market information available and used?

7. Are teacher/coordinators provided names, addreses, and type of establishments of employers who are potential work sponsors?

8. Is past participation by employers recorded and evaluated for future use?

9. Does the district coordinator work with teacher/coordinators to develop and implement plans to recruit employers?

10. Are adequate work stations developed for all students who want to participate?

11. Are the types of experiences which would have been beneficial for each student and the types of employers who could provide these experiences identified?

12. Are student needs and labor market potential compared and any mismatches reconciled?

13. Are policies and priorities stated and enforced?

14. Is "matching" evaluated ?

OTHER SOURCES:

A Competency-Based Guide for Organizing and Administering Cooperative Off~~ice~~ Education. ~~State~~ Department of ~~Educa~~tion, Richmond Virginia 1979.

A Guide for Cooperative Vocational Education, University of Minnesota. Minneapolis, Minnesota, September, 1969.

Presenting Cooperative Education, National Child Labor Committee, New York, N.Y. 1984. Information on how to market cooperative education to employers.

A Coordinator's Guide to Selling Cooperative Education, National Commission for Cooperative Education, 360 Huntington Avenue, Boston, MA 02116. Contains many valuable insights, information and techniques useful in secondary cooperative education programs.

Cooperative Education Employers in the United States and Canada, The National Commission for Cooperative Education, Boston, MA. This is a list of nearly 20,000 employers of post-secondary cooperative education students. While there are no addresses and the list was developed to indicate the extent of employer participation and not as a job employment tool, the list can be checked for possible local companies and also used for publicity.

Cooperative Vocational Education, by John A. Wanat and Margaret Snell, Springfield, IL, Charles C. Thomas 1980. Has a good section on obtaining work stations.

Meyer, Warren G., Lucy C. Crawford and Mary K. Klaurens, Coordination in Cooperative Vocational Education. Columbus, Ohio: Merrill Publishing Company, 1975.

A Basic Manual for Implementing New Work experience Programs, Ellen J. Winer, The Center for Secondary School Work Experience Education, Northeastern University, Boston Mass. This manual is a "how to" guide which in Dr. Winer's words contains, "some of the things you always wanted to know about coordination but didn't know whom to ask."

MATCHING STUDENTS AND JOBS

DEFINITION: The process for assigning students to jobs to provide them with appropriate learning experiences to mesh career objectives, school learning and work experience.

OBJECTIVE: To place students in work stations* which can provide good developmental opportunities and match their interests, abilities and potential and to insure that employers obtain worker-trainees who can satisfy their needs.

Making an appropriate match is the key to providing a satisfactory learning experience and to maintaining good relations with the employer. Both students' and employers' trust in you is dependent on your making a good match. In effect, the coordinator serves as a personnel director with the responsibility of identifying qualified workers matching their abilities , occupational interests, and personal qualities with the requirements of the jobs. A study of cooperative education in community colleges found that matching jobs and students' career paths to be a most common and difficult problem area.

The most important factors to consider in the matching process are the developmental experience afforded the student and whether the employer will find the cooperative program useful and continue to support it.

The "matching" operation should be systematic, consider all students and available work stations at the same time and planned far enough in advance of the start of the school term to permit seeking additional work stations to meet students' needs.

The following are some activities which are keys to a successful matching process:

---

*We use the terms "work station" and "training station" interchangably.

1. Determine placement policy. Consider such factors as:

____ a. The relationships between objectives and policies for cooperative education and matching students and jobs.

b. Possible impact of placement policies on public image and support for cooperative education.

c. Conformity with public policy and laws with respect to providing equal employment opportunities.

d. Potential student benefits, i.e., should the best, most dependable students who will probably go on to post-secondary education have priority, or the run-of-the-mill students who will seek full-time employment after graduation, or students with special needs who would be at the greatest disadvantage in the job market after graduation. How should these considerations be balanced?

e. Potential employer satisfaction, i.e., should the employer be challenged to provide good, carefully structured learning or should employers be provided with well-qualified students who probably could perform assigned tasks with minimal instruction and supervision?

f. Balance between meeting students' and employers' needs, i.e., between usefulness of placement for full-time employment and productive work.

g. Balance between making students ready to meet employers' requirements and motivating employers to be flexible in setting requirements.

   h. Resources to help improve matching before and during placement through remedial and related instruction, special support services, etc.

2. Identify the student categories, e.g. occupation and specific needs, which are important for placement.

3. Define the criteria which determine the nature and priority of placement in each of the categories. Consider criteria from the employer's point of view, e.g., occupational skills and dependability and from the student's point of view, e.g., potential to benefit from work experience.

4. Prepare a "profile" for each student using as profile elements the criteria such as those defined in "3" and others described in later discussion of this key element.

5. Prepare student profile summary sheets by category and list students in priority order for placement.

6. Prepare an estimate of each work station available including both employer's requirements for placement in a work station and flexibility in meeting students' education needs, value as a training station, etc.

7. Prepare employer profile summary sheets by occupational category giving the most important employer characteristics , and arrange in order of value as a training station, will to cooperate, and flexibility in meeting needs.

8. Compare students' and employers' summary sheets in each category making tentative matches and indicating what changes may be

needed with respect to either student's readiness for the placement or the employer's readiness to accept and provide appropriate experience for the student.

9. Analyze the tentative matches to

    a. Evaluate the probability of success for placement from the viewpoints of educational progress, student learning and success and employer satisfaction.

    b. Identify students who have not been placed or whose placements should be changed.

    c. Determine whether other placements would better meet the placement policy enunciated in "1."

    d. Make the changes indicated by the analysis and identify what has to be accomplished, e.g., objectives to provide satisfactory matching for all students and employers involved.

10. Draw up a plan to accomplish the objectives.

A good training station provides the student with supervision and the opportunity to translate the classroom vocational education into practical use.

Matching students and jobs is based on both the students' interests, capabilities and potential and the demands of the jobs, their potential for developmental purposes, and the possibility of regular jobs being offered to students after graduation.

Criteria for selecting a work station for a student should include the degree to which the planned work station

- meshes with in-school education.
- advances the student's career plans and interests.
- contains opportunities to further psychological and social maturation.
- provides emotional satisfactions.
- helps the student acquire desirable work habits and useful skills.
- motivates increased interest in learning both in school and on the job.
- brings the student in contact with suitable adult role models.
- is supervised by a strong, competent, concerned supervisor.
- challenges them to accept responsibility and produce.
- permits them to experience success and recognition.

Other factors to consider are:

- entry knowledge and skills required. These include general requirements such as reading and math, vocational knowledge and skills, and specific attributes such as manual dexterity.
- safety conditions.
- potential for full-time employment in the occupation after graduation by either the same or another employer.

- potential for progressive developmental experience.
- relationships with persons not in employ of company, such as customers.
- past experience with employer.
- need for special time arrangements to meet employer's schedule.
- employer's method for selecting a student worker.
- transportation to work site.

Accepting an employer's minimum requirements without review or questioning may be a disservice for students and the employer as well. There has been since World War II a tendency for employers to raise hiring standards for less skilled jobs* without any evidence that this is necessary for acceptable job performance. A study by the Department of Labor found that the

> vast majority of firms did not possess job descriptions for key occupations at low skill levels. Consequently, the setting of hiring standards was a very informal process, with the requirements and preferences being no more than one or two individuals' notions of the kinds of employees needed. Moreover, since hiring standards were subjectively determined, they could be raised with little or no reference to the job's duties....significant variation in the minimum hiring standards and preferences for the same job, both within a geographical area and between areas....

U.S. Department of Labor, Hiring Standards and Job Performance, Manpower Research Monograph No. 18, 1970.

The study concluded that

> Overstated hiring standards in terms of job performance needs impose two unnecessary costs on employers, thereby reducing profit potential. First, overqualified workers are screened in, which contributes to costly turnover. Second, qualified workers are screened out, increasing recruitment and related costs.

The student's profile which is prepared in many jurisdictions not only provides an analysis of the student's work readiness and required remediation, it also can provide the information needed for placement. There are four somewhat independent areas in the profile. These are

vocational interests
occupational aptitude
cognitive skills
work attitude

Vocational interests can be determined by interviewing the student, parents and other faculty members and by interest inventories. The interest check list developed by the U.S. Department of Labor is useful, particularly if used with the Dictionary of Occupational Titles and the Guide for Occupational Exploration. The check list together with Instructions for Administering and Using the Interest Check List can be purchased from the Superintendent of Dopcuments.

School records and discussions with vocational education teachers can provide insight into occupational aptitude. This can be supplemented by vocational aptitude tests. The guidance counselor should be able to provide these and interpret the results. Where there is not a trained guidance counselor there may be other community resources. One of these is the Armed Services recruiter who is able to administer the Armed Services Vocational Aptitude Battery.

Another resource is the local office of the state employment service. There are a large number of tests geared to the Dictionary of Occupational Titles. The state agencies for services to the handicapped and for vocational rehabilitation have tests designed for special populations.

Numerous studies have made it evident that cognitive skills are directly related to job performance*. Whil these skills are more important indicators of performance in complex jobs than in semi-skilled, they are important for success in any job and of great importance for predicting the ability to continue learning and to progress on the job. The skills involved include educable skills such as numerical computation, reading comprehension, vocabulary, attention to detail and attention sharing. Cognitive Skills are important because a major employer criterion is the ability to learn and to adapt to changes in the work place** Grades and standardized tests are useful sources of information. The fourth area "Work Attitude" is the single requirement that appears in every study of employers' views*** These are expressed in terms of reliability and cooperation. A gain,the school records and news of other faculty members are useful. However it is undesirable to use these as absolute indicators.

The behavior of a young person bored, unsuccessful and relegated to association with other "losers" in school does not provide a valid prediction of the behavior of the same person in a challenging, meaningful work station.

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*J.E. Hunter. Validity Generalization for 12,000 Jobs: an Application fo Synthetic Validity and Validity Generalization to the General Aptitude Test Battery (GATB). U.S. Department of Labor, 1980.

** National Academy of Scienes, " High Schools and the changing Work place" National Academy Press, Washington D.C. 1984.

*** Ibid

The placement interview should provide information not only about the student's interests, aptitudes, and type of work desired, but also hours available for work and previous employment. Some teacher/coordinators explain and discuss, with each student, all the available, appropriate jobs and specific referrals which will be made. They use the process as an additional learning experience and to limit a student's feelings of resentment or rejection upon hearing of jobs for which others were referred.

Some teacher/coordinators make arrangements with employers to interview students. Others require students to make their own arrangements. The latter approach is considered a betteer learning experi- and more efficient as students tend to know their own schedules better than the teacher/coordinator. If this approach is used the teacher/coordinator should alert the employer and to prepare the student carefully. The teacher/coordinator should assume that being interviewed for a job is a new experience for students and that they are not well-versed in its procedures. Few students benefit from unrelated placements. Ideally, there should be a close match between the student's and the employer's. However, job openings don't always occur with close matches. When this occurs, some alternatives are:

- to identify an almost satisfactory job with an employer who can be influenced to modify the job to bring it closer to matching the student's needs;
- to help the student to gain competencies to meet requirements for an existing job opening.
- to consider a related job area in which the student has an interest and to determine whe-

ther, by supplementary in-school education and training, the match can be improved.

- to search the local labor market to identify employers with appropriate jobs and seek to recruit one or more of them.

In these caes, as well as those involving students with special needs and students with unusualor or different career objectives, it is useful to involve a vocational education specialist to talk to employers to increase the possibility of tailoring a job for the student.

Two leads for identifying employers who may be willing to make changes in the job or supervision to fit the student are employers who

- redesigned jobs or provided special supervision in the past,
- have had long-term good experiences with cooperative education.

Some coordinators tend to give first priority for jobs to highly qualified students and students who are going on to post-secondary education. These placements may please the employer, but they are counterproductive for helping students who intend to work full-time and for providing good developmental opportunities.

In many programs, employers are permitted to choose from among three students. This presents an opportunity and a danger. The opportunity is an occasion to train students how to apply for a job, how to prepare for and behave during an interview, and how to write an acknowledgement for having been granted the interview. It also can prepare students not to expect to obtain every job for which they apply. The danger is that some students may not be chosen after several interviews.

This tends to strengthen their feelings of worthlessness and rejection and may lead to complete withdrawal. It is important to anticipate who the losers may be and to provide safe and approriate matches for them.

If a student fails to obtain a job after several interviews, it is the teacher/coordinators responsibility to find out why and to select an employer and job and prepare the student so that there will be success. No student who wants to work, has realistic expectations, and has been properly counseled and prepared, should be unsuccessful with every employer. The successful matching of student and employer depends upon the judgment of the coordinator.

The decision with respect to placement should be made after review of vocational interest and aptitude test results and school achievement and indication of work attitude. The student and vocational counselor, and,in many casess, the parents should participate in the evaluation and decision making progress.

It wise not to make a commitment to place a student before an appropriate work station has been recruited.

For the student to learn and feel progress and development, the job placement should seek to satisfy the student's need to understand and accept work objectives, know that something of value is being produced, be challenged , rise to the challange, achieve, be recognized as an achiever, and feel the pleasure of meaningful accomplishment.

EXAMPLES: 1. The following is substantially the "Student Alternatives in Vocational Education" program in Vineland, New Jersey which is designed to meet the needs of those students, who have either verbally or through behavioral patterns, expressed a general disinterest in school. Often lacking both self-esteem and motivation, these young people are potential dropouts. Many are alienated by traditional academic pursuits and methods. Their preoccupation with earning money, which is often the expressed reason for leaving school, can be the key to retaining them. A program which demonstrates the relationship between academic/vocational studies and earning ability can help keep them in school. This program incorporates principles lacking in conventional vocational education programs:

- Counselors have the vocational background and necessary time to provide the intensive guidance needed to motivate students to remain in school.
- There is clear relationship between the academic program and the skills which are required for employment.
- Facilities, equipment, and tests are available for vocational evaluation and to develop individual programs.
- Staff members have experience in teaching functional competencies and life skills to disadvantaged learners.
- The philosophy is to guide and provide experience for disadvantaged students to motivate them to learn and to stay in school.

2. STUDENT PROFILE*

Name ____

Address ____

____

Phone ____________________ Grade ____________

Absenteeism/Tardiness:
Grade 9 _____/_____ Grade 11 _____/_____
Grade 10 _____/_____ Grade 12 _____/_____

Handicapped? __________ Classification: ____________________
Economically Disadvantaged? ____________________

Parent/Guardian:

Mother's Name ____________________________________

Place of Employment ______________________________

Father's Name ____________________________________

Place of Employment ______________________________

Has Co-op Placement been discussed with parents? ____________________

Comment: ____

Academic Coursework:
English Grades: 9 _____ 10 _____ 11 _____ 12 _____

Math Courses & Grades:
______________________________ ______________________________
______________________________ ______________________________

Additional related vocational courses & grades (e.g. business, vocational):

Year __________ Course ______________________________ Grade _____
Year __________ Course ______________________________ Grade _____
Year __________ Course ______________________________ Grade _____
Year __________ Course ______________________________ Grade _____
Year __________ Course ______________________________ Grade _____

Potentially Restrictive Physical Conditions (ie: asthma, color blindness, etc.)

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*New Jersey Department of Education

Standardized Achievement Test Scores:

Year _____ Test ______________________________ Scores ____________________

Year _____ Test ______________________________ Scores ____________________

Year _____ Test ______________________________ Scores ____________________

Standardized Aptitude Test Scores:

Year _____ Test ______________________________ Scores ____________________

Year _____ Test ______________________________ Scores ____________________

Year _____ Test ______________________________ Scores ____________________

Interest Inventories:

Year _____ Test __________________ Careers/Clusters of high interest ________

____

Careers/Clusters of low interest ________

____

Vocational Aptitude Testing Scores:

Year _____ Test ______________________ Careers/Clusters of high aptitude:

Careers/Clusters of low aptitude ________________________________

________________________________ ________________________________

____

Student's stated plans for further post-secondary education: ______________

____

Does the student wish to pursue apprenticeship training? _____ Yes _____ No

______________________ ____

Date of Interview Counselor's Signature

______________________________ ______________________________________

Parent's Signature Student's Signature

____

Co-op Coordinator's Signature

3.

GUIDANCE INTERVIEW FORM*

PERSONAL REVIEW OF ______________________________ DATE __________

1. Aptitude - achievement - career interest tests show:

	Ability Level		
	Below Average	Average	Above Average
Verbal abilities			
Computative (Math)			
Clerical			
Reading			

2. Best grades have been in: ______________________________

3. Overall grade average in business courses is: ______________________________

4. Strongest course in business is: ______________________________

____
Signature—Guidance Counselor

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* Virginia Department of Education

4. COOPERATIVE OFFICE EDUCATION*
INTERVIEW EVALUATION FORM

Student Interviewed: ______________________

	Above Average	Average	Poor
Appearance			
Personality			
Desire to be enrolled in program			
Ability to communicate			
Concept of program's purpose			

Student's plans following high school ______________________

____

Work experience ______________________

____

Reaction when asked if he/she would change personal appearance in order to become employable, or keep employment.

____

____

Reaction to FBLA ______________________

Questions: ______________________

____

____

Comments: ______________________

____

____

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*Virginia Department of Education

SUMMARY WORK SHEET
R STUDENT PLACEMENT

DATE: ______________

			OTHER RELEVANT INFORMATION AND COMMENTS	POTENTIAL PLACEMENTS	DECISION
OGNITIVE KILLS	WORK ATTITUDE	OTHER			

level

9.17

HINTS: After there is a tentative match between student and job, it is good practice to discuss the match with the student to get the student's reaction.

Some teacher/coordinators interview students in the spring (for placement the following fall) and start early to look for suitable work stations.

When a student is handicapped or has other special needs, the emphasis has to be on identifying an employer who can be motivated to make special arrngements to provide the needed developmental opportunities and to help the student become a productive worker.

Some teacher/coordinators provide students with a number of job descriptions and let them indicate those in which they are interested. This self-screening, is a learning process for the students, and gives the teacher/coordinator a clearer idea of students' interests and self-awareness.

Records of the matching process should be maintained for both the students and the employers. These provide information for future placements, evaluation of students' performance and experience, follow-up, etc.

Placement in smaller businesses often provides more intense or individualized training. Experience tend to be more limited in larger businesses.

Studies of experimental learning indicate that jobs are seen by students as:

A. Most productive for learning if they

- involve new tasks
- give students responsibility
- require interaction with other people
- are well defined
- have challenge
- apply in-school learning on the job

The strategy of this program is:

A. To identify high school students whose poor self-esteem, academic achievements, and attendance have marked them as probable dropouts.

B. To make a pre-vocational evaluation (tests, measurements, and formalized work sample), to identify appropriate vocational goals and specific jobs types the student would be suited for.

C. To measure interest, aptitudes, achievement areas, gross and fine motor skills, social skills, and personality to formulate an individualized vocational program.

E. To provide a career orientation which incorporates job attitude, job awareness and job readiness skills.

F. To design with the student a comprehensive academic, vocational, and work experience plan.

G. To recruit a competent, willing appropriate employer.

H To develop with the employer and student a training plan to mesh with the student's development plan.

I. To arrange a flexible schedule to enable the student to participate.

The Vineland program calls for a five-day assessment of the student to provide the educator with the information to tailor the program to the specific needs of the student. The counseling component provides for as much counseling as needed to keep students motivated.

B. Least productive for learning if they

- contain boring, repetitive tasks
- provide no opportunities to apply learning or to try new things
- are poorly defined
- do not provide positive reinforcement by supervisors
- provide supervision which is too close
- do not provide work-related interactions with others.

EVALUATION: The purpose of evaluation is to identify where and how you can improve the element. This requires that you have a clear idea of the objectives and how the element fits into and influences the outcome of cooperative education.

1. Are there policy guidelines for matching students and and work stations?

2 Is there a student's profile for each student to guide matching?

3. Is there an employer's profile for each work station to guide matching?

4. Is there a systematic matching process?

5. Is there a job description for each job?

6. Are the job description and nature of the work place discussed into the student prior to placement?

7. Are the student's characteristics decribed and discussed with the employer prior to placement?

8. Is there input from other faculty members, e.g. guidance counselor, prior to placement?

9. What percentage of students are placed in jobs in their occupations of choice and in school education?

10. What percentage of students acquire competencies on the job which could not have been acquired in the classroom?

11. What percentage of students were found to be satisfactory or superior workers by their employers?

12. What percentage of students expressed satisfaction with their placements?

13. Are records of the matching and the results kept and referred to?

14. How often are criteria and processes for matching reviewed?

OTHER RESOURCES:

Boyer, E.L. High School: A Report on Secondary Edu- in America. Harper and Row, New York 1983

U.S. Department of Labor, Dictionary of Occupational Titles, revised occasionally, contains descriptions of the full range of occupations.

National Research Council, Committee on Vocational Education and Economic Development in Depressed Areas, Commission on Behavioral and Social Sciences and Education. Education for Tomorrow's Jobs. Washington, D.C.: National Academy Press, 1983.

Eschenmann, Kurt K. and Betty Heath, "Placing the Vocational Education Student," *Occupational Outlook Quarterly,* Spring 1982.

Gisi, Grover Lynn and Roy H. Forbes. "*The Information Soiety: Are High School Graduates Ready?*" Denver: *Education commission of the States, September 1982.*

U.S. Department of Labor, *Guide for Occupational Exploration*, describes the interests and aptitudes characteristic of workers in different jobs.

A Guide for Using the Student Profile in Cooperative Vocational Education Programs, New Jersey Department Of Education, Trenton New Jersey 1983.

Lund, Leonard and E.Patrick McGuire. *The Role of Business in Precollege Education*. New York: The Conference Board, Inc., 1984.

U.S. Department of Labor, *The Occupational Outlook Handbook*, published bi-annually, contains projections for emloyee needs and qualifications in most occupational fields.

Winer, Ellen *A Basic Manual for Implementing New Work Experience Programs*. The Center for Secondary School Work Experience Education, Medford Public Schools, Masachusetts.

ORIENTING EMPLOYERS AND SUPERVISORS

DEFINITION: To provide employers and work supervisors with information about cooperative education and their roles and the role of others involved, to motivate them to play their roles and to set the stage for cooperation with the teacher/coordinator.

OBJECTIVES: To insure that employers and supervisors (1) know, understand and accept cooperative education goals and objectives; (2) know and are motivated to carry out their roles and accept their responsiblities; (3) are familiar with the rules procedures, schedules, etc., of the program, (4) agree to the relationship between supervisor and teacher/coordinator, (5) have appropriate understanding of the background of the student who will be assigned, (6) know and are able to make effective use of the educational support system and the servicesof the teacher/coordinator.

DISCUSSION: Many teacher/coordinators feel that it takes several years to develop a first-rate work station. It does take time and experience with the program for employers and supervisors to fully understrand the goals and objectives of cooperative education, know and become able to carry out their roles effectively, and provide appropriate training and good experiental opportunities.

It is worth the time and effort to get the new work sponsor off to a good start and to reinforce the knowledge and good performance of experienced work sponsors. Some outstanding coordinators feel that there is too much information for supervisors to digest at one short meeting. They communicate only essential information at the first meeting focus on motivation and to continue orientation at each visit to the workstation. Good orientation will hasten the development of the work station, reduce the likelihood of misunderstandings and provide the basis for cooperation and good relationships. How the program is presented may determine the future relationships with the work sponsor. It sets the stage. The initial orientation should include:

- Nature, goals, policies, objectives and activities of cooperative education;
- Students' characteristics, knowledge, skills, role and responsibilities;
- Teacher/Coordinator's role and responsibilities;
- Work sponsor's role and responsibilities.

Cooperative education is most effective when all participants have common goals. School, employer, and student each have their own special interest. However, it is possible to get acceptance for goals which serve the three interests. Some of the effort to achieve this is in the original recruitment of students and employers. Orientation of employers and supervisors should rein- and deepen the commitment to these common goals. Consensus will help cooperation and exchange of information and lessen misunderstandings.

NATURE OF COOPERATIVE EDUCATION

An important distinction to be made is that while employers view students primarily as part-time workers, the educational system treats the work primarily as a learning experience. Don't be didactic in presenting the educational point of view. Seek agreement and understanding that work can only be a learning and developmental experience leading to adult work behavior and competence if it is a productive activity and student workers are expected to strive for and meet adult standards. Show how activities to achieve the objectives tend to support and complement each other. It is desirable to emphasize cooperative education objectives beyond those of providing the means for students

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to earn some money and gain some work experience and for the employer to obtain part-time help.

Describe the principles and content of related instruction and indicate how the supervisor will be kept informed of and be able to influence the curriculum. Discuss the importance of the direct relationship between school, instruction and work experience to strengthen coopertive education and the influence of performance at work on class marks. Indicate the need for open two-way communication and cooperative complimentary efforts. Gain support for visits to the workstation, training agreement, training plan, and performance evaluation.

STUDENTS' CHARACTERISTICS AND ROLE

Briefly describe the characteristics of young workers and the work behavior which is emphasized in school and should be expected at work.

Discuss the roles of student-learner and student-worker and indicate students' preparation to fill these roles. Describe the major responsibilities students are expected to assume, including to,

- Follow the rules at the work place.
- Behave at adult standards.
- Put in a full days work
- Attend school and work regularly.
- Inform the supervisor of job-related problems
- Learn and seek to increase work-related skills

- Request remediation and special in-school instructions when unable to perform at an acceptable level ofwork

Discuss the reasons for giving students a progression of more difficult and challenging tasks so that work is a continuously challenging learning experience.

Depending on the interest and sophistication of the group addressed and the time available, it may be desirable to share research finding with respect to experiential education which provide leads for productive relationships. Among these are:

- A good work experience prepares students to make a successful transition from school to work.
- Students' learn faster and are more productive when they understand how their efforts fit into the total activities.
- Most students want and respond positively to new, challenging assignments; they are anxious to "prove" themselves.
- Young workers may be uncertain and need immediate feedback to reinforce positive behavior and desirable performance.
- New workers tend to model their behavior on that of respected older workers; consequently, it is desirable to place a young worker in a good work team.
- New workers may not have had experience working in a team; this type of experience is important for developing maturity.

- Young workers want particularly to learn job specific skills including use of tools and equipment.
- They want to be accepted as workers rather than as students. They respond to helpfull, friendly adults.
- They want clear direction to follow but are willing to take responsibility to solve new problems and respond to new situations.

TEACHER/ COORDINATOR'S ROLE AND RESPONSIBILITIES

While the importance of the coordination function is touched upon in the discussion of nature of cooperative education, the teacher/coordinator's activities should be sketched out to show how they fit into the cooperative partnership and to help the supervisor make the most effective use of the teacher/ coordinator's services. The nature and objectives of coordination visits should be described. These include:

a) Observation - for the purpose of learning first-hand, what the student is doing, to relate classroom instruction to work activities, to identify possible remedial or new skill instruction needed, to have a better understanding of the student's performance evaluation, and to become acquainted with the nature of the workplace.

b) Communication - to tell the supervisor about related class activities, continue the orientation, to explain forms and reports which are required or desirable even if not required to get suggestions for helping the student become a better worker, to improve cooperative education, to strengten coordination and to learn about compliance with the training agreement and training plan.

c) Evaluation - to explain evaluation purpose, process, criteria and use, pervisor to make evaluation an effective learning tool.

d) Problem Solving - to get information about problems which are in some way related to activities at the work-station and with the participation of supervisor and students, to develop acceptable solutions.

The description of the visits can be combined with information about the tasks a teacher/coordinator is expected to carry out in connection with the coordinating role. Some are:

- To insure that students will benefit from the job experience and be proficient workers.
- To develop, together with the supervisor, an appropriate training plan and schedule for each student.
- To identify need for and arrange to provide in-school education to help each student obtain the knowledge and skills needed at work.
- To advise the supervisor on implementating the training plan.
- To review each student's progress and performance for educational credit.

- To maintain good working relationships with the employer and supervisor.
- To insure that the relationship is beneficial for employer and supervisor as well as student.
- To provide information on services that the educational system could provide for the employer unrelated to cooperative education.

WORK SPONSOR'S ROLE AND RESPONSIBILITIES

Work sponsors need to know what is expected of them as participants. Studies consistently find that employers feel that they do not receive sufficient information and guidance regarding their role and how to play it to benefit all concerned.

Context should include:

- The role of the supervisor qua supervisor
- Training at the work-place
- Cooperation and coordination between supervisor and teacher/coordinator,
- Purpose and content of training agreement,
- Development and use of the training plan.

It is important to explain that the supervisor is expected to act as a supervisor would act with any other new employee, taking into consideration the new worker's lack of experience. This means that the supervisor should spend more time and attention in orienting the student to the work place, people, work rules and job,

Orienting Employers And Supervisors

- help the student acquire good work habits by spelling outand enforcing behavior and performance expectations.
- reinforcing good behavior and performance and be constructin actions to improve bad behavior or performance.
- provide on-the-job training to improve performance and introduce new tasks.
-

Beyond the normal on-the-job training provided for all new employees the supervisor must be motivated and help to play, at the work site, the role of teacher for cooperative education students. In the orientation session, there should be a brief introduction and explanation of this role. It includes:

> Identifying and assigning tasks which will help students learn and become a competent worker;
>
> Helping the student to learn and become a good worker by providing on-the-job training, planning and making progressively more demanding assignments, itc.,
>
> Motivating the student to want to be a good, competent, desirable worker and to advance,
>
> Identifying and recommending related instruction to complement or ;meet requirements for assigned tasks.

The most difficult concept for employers and supervisors to understand and accept is the coordination between school and workstation activities which is the distinguishing characteristics of cooperative education. The rationale for coordination which is given in the discussion of the theory underlying cooperative education is not sufficient. It is necessary to describe the nature and mechanisms for supervisor and teacher/coordinator collaboration and communication. It is because of the difficulty to achieve this objective that many teacher/coordinators believe that it takes several years to develop a good work-station.

The purpose and content of the training agreement and the development and use of the training plan can be introduced as tools for collaborative planning to coordinate and integrate work-station and school activities.

Be prepared to conduct orientation almost anywhere -- in an office, ina store between customers, on a shop floor, and sometimes in a conference room. A training session is most effective if it is uninterrupted and there is open discussion with plenty of time for questions and answers. However, this is rarely the case. Be prepared for less time than you want and leses than optimum conditions. The only orientation possible ;may be over a cup of coffee in a diner. An evening group meeting with several employers and supervisors is productive use of teacher/coordinator's time. Group meetings also provide opportunities for employers to meet each other and to discuss common matters, express appreciation, emphasize the importance of the work sponsor's role, and seek to increase employers' participation.

Many school systems have found it useful to give employers materials and handbooks with information about cooperative education, the purpose ;and formats of the training plan and training agreement and techniques for supervising and training young workers.

EXAMPLES:

1. SPONSORS" MANUAL - Use of a sponsors' manual is a useful strategy for sponsor orientation. The manual should contain pertinent information needed by sponsors. Organize material to facilitate ready reference. An attractive, well written manual is a beneficial addition to the public relations program.

Typically, manuals contain items such as:

a A description and explanation of cooperative experience.
b A description of the role of the teacher/coordinator.
c A copy and a brief discussion of the employer/employee training agreement.
d A checklist for orienting students at the workplace.
e A sample training plan and a brief discussion of its use.
f A description of the purpose and content of the related class instructions.
h. Information about vocational club activities.
i A description of the role the supervisor is expected to play.
j. A suggested performance evaluation form and information with respect to performance evaluation.
k Some guidelines and tips for supervising young workers.
l General information such as school calendar; pertinent laws, rules and regulations; school and coordinator's names and telephone numbers.

2. INITIAL TRAINING STATION VISITS*

Eight guidelines to consider when making initial training station visits are:

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* *A competency-based guide for organizing and administering cooperative office education*, Department of Education, Commonwealth of Virginia, Richmond, 1979.

1. Call the training sponsor to make an appointment for your visit, preferably a week in advance. Allow 30 to 45 minutes per training station visit.

2. Plan the purpose of the visit and take necessary materials. Because this is the first visit since the student was selected, take a train-sponsor's manual (if one is available), the parent/guardian agreement, the training plan and the employer evaluation form.

3. Introduce yourself to the secretary or receptionist and ask to see the student's training sponsor.

4. If this is a new training station, explain roles of coordinator and training sponsor.

5. Review training sponsor's manual if available.

6. Explain forms relating to the program. Review employer agreement form and ask training sponsor to sign it. Ask that a copy be retained for the office file. Give the training sponsor a copy of the student agreement and review it.

7. Discuss the overall function of the office and the role of the student in this framework.

8. Discuss the evaluation form with the training sponsor and ask that it be completed and returned end of the grading period.

3. ORIENTING SPONSORS AND SUPERVISORS

DO'S

a) Plan the session tailor it for the specific employer.

b) Determine what you want to achieve and plan accordingly.

c) Be informal but business-like.

d) Schedule and confirm the meeting and notify the sponsor when you arrive.

e) Be responsive to questions and problems presented

f) Observe the behavior of workers, safety measures, etc.

g) Indicate the dual objectives: training and production.

h) Demonstrate flexibility to meet the sponsor's and student's needs.

i) Prepare the way for future meetings.

DONT'S

a) Orient by telephone.

b) Use the same approach for all sponsors.

c) Take all the time you need without worring about the sponsor's time.

d) Use the bull sessions approach

e) Show them how much you know and the little they know--talk down, put them in their place.

f) Cross examine everyone in sight to make sure that it will be a proper training station.

g) Bad mouth the school and present administrators.

h) Attempt to anticipate every eventuality.

4. INFORM SPONSORS of LAWS related to vocational education and ;employment of minors.

The teacher/coordinator should inform sponsors about laws*, rules and regulations relating to cooperative education and employment of student learners.

In addition to federal legislation, states usually have laws pertaining to the employment of minors.

* These should be checked and brought up to date periodically.

State Laws:

Sponsors should be informed about the following*:

a) Safety standards and legal employment conditions for minors.

b) Wage discrimination prohibited.

c) Discrimination because of handicap prohibited.

d) Discrimination because of religion, race, color, national origin and sex prohibited.

e) Prohibitions on certain times and hours of employment.

f) Child labor laws.

g) Compensation if student-learners are injured.

h) Unemployment compensation.

State Rules And Regulations:

a) Permission for student-learners to perform maintenance and repair work under a certified mechanic.

b) Restrictions on driving motor vehicles by minors in employment situations.

c) Requirement that student-learners must have medical and physical tests in certain employment situations.

d) Absolute and limited restrictions on certain specified types of employment.

* Don't overload and scare the sponsor. Don't be legalistic. Cover what has to be covered informally and with as little legal jargon as possible.

Federal Laws And Rules

1. Bilingual Rules and Regulations to the Vocational Act of 1963 - training for limited English speaking learners.
2. Civil Rights Act of 1964 (amended 1972, 1975, 1978) - bars discrimination.
3. Educational Amendments of 1972 - prohibits sex discrimination.
4. Educational Amendments of 1976 - Addresses sex discrimination and establishes administrative and program requirements for state use of vocational education funds.
5. Family Education Rights and Privacy Act of 1974 - allows full access by parents to student-learner's records.
6. Federal Fair Labor Standards Act of 1938 - sets employment conditions for student-learners and describes hazardous work orders.
7. Federal Revenue Act of 1978, as amended, (Targeted Jobs Tax Credit) - benefits to provide employment to targeted disadvantaged groups.
8. Vocational Education Act of 1976 - Educational Amendments of 1976 mandate that vocational education programs be established to reflect labor market needs and student interest.

9. Vocational Rehabilitation Act of 1973 - Section 504 - bars descrimination in education against otherwise qualified handicapped persons.

5. ORIENTATION CHECK LIST *

Training Sponsor: Use one checklist for each student-trainee. Check each item as it is completed. Review information with the student-trainee after five days to insure thorough comprehension.

1. Introduce student-trainee to all persons with whom he/she will have contact. ☐
2. Show the student-trainee the location of offices, equipment, and supplies that will be used. ☐
3. Explain the duties of the student-trainee's first assignment. ☐
4. Inform student-trainee as to who will supervise one or more individuals, and give orders to the student-trainee. ☐
5. Inform co-workers of their relationship to student-trainee and solicit their cooperation. ☐
6. Inform student-trainee of arrival time, quitting time, check-in procedures and check-out procedures. ☐
7. Inform student-trainee of arrival time, relief procedures and regulations. ☐
8. Inform student-trainee of facilities available such as rest room, lunchroom, telephone, coat rack, etc. ☐

* A Competency - Based Guide for Organizing and Administering Cooperative Office Education, Department of education, Common Wealth of Virginia, Richmond, 1979.

9. Inform student-trainee of time recording procedures, pay schedule, deductions from pay and computation of wages. ☐

10 Inform student-trainee as to appropriate clothing to be worn. ☐

11 Inform student-trainee about any information which is to be kept confidential ☐

12 Familiarize student-trainee with employee benefits. ☐

13 Inform student-trainee of clauses in in a union agreement, if one exists, that pertain to cooperative students. ☐

14 Inform student-trainee of promotional possibilities in your firm. ☐

HINTS:

1. Consider the needs of your audience and what they want to get from the orientation:
   - a) What do they need to know about the experience of working with a cooperative education student.
   - b) How will they be affected by educational oversight.
   - c) What the trade-off will be for them.
   - d) Be responsive to questions and needs which surface during the presentation.

e) How can the experience be made profitable for all concerned.

f) A sponsor's manual or handouts which spell out the information you give, reinforcing learning.

2. Focus on the objectives you want to achieve. Add to your presentation only to keep the interest of your audience, to be responsive, and to motivate them to accept your message.

3. Test your presentation with associates, your family, your students. Keep a record of what works and what doesn't. Develop a presentation that will work.

4. People are motivated by acceptance of generalities, not the details of the program. They have only a limited attention span for facts and details. They are motiviated by benefits to them, the company, industry generally, the community and the students.

5. Use the old recipe for a political speech: Tell them what you are going to tell them; tell it to them; tell them what you told them.

6. Unless they are current participants, assume they have no knowledge. Orientation for current participants can be structured to build on their knowledge.

7. After you have told them the points that you are going to cover, ask if there are any other points anyone wants added. Add these to your agenda in the appropriate places. Even if you planned to include it, don't say "That will be included under ....".
   ditional point.

8. If the company has never employed young workers, spend some time talking about young workers. Cover such points as characteristics and interests of your young workers, how to reinforce worker characteristics that employers favor, - training young workers, and the importance of good role models. Emphasize the supervisor's role in helping students profit from work experience.

9. Don't expect the employer to reorganize to meet student's needs or the school's requirements. Be prepared at orientation to consider changes.

10. Orientation for an employer who has agreed to employ a physically handicapped or mentally retarded student, should include discussion of the positive aspects without ignoring possible problems, make it clear you and other teachers have confidence that with guidance, on-the-job training and school support the handicapped student can do the job as competently as anyone else. Indicate what you are prepared to do if there are problems. Encourage constructive feedback to reduce incidence of difficult problems.

11. Stress "we" rather than "I" in discussing conditions and cooperative education to emphasize to people at the workplace that you are partners in cooperative education with equally important roles to play.

12. Don't keep talking without response. Get feedback - get questions. If necessary, prime the (pump) -- address/questions both to the group and to yourself.

13. Make sure that they have confidence in your availability, will and ability to provide them with answers to the questions that they may have. Be sure that they know how to reach you.

14. Review what happened at each orientation

session. Should the employer be asked to increase participation e.g., to serve on the advisory committee? Will special attention be required? Is additional information needed?

15 Keep notes for improving orientation, a revised orientation outline, a revised orientation checklist and new and improved handouts. The notes should be reviewed and used to revise the orientation each year.

16 Develop a plan to improve the workstation. Design the orientation as a key element of this plan.

EVALUATION:

- Was the checklist of items to be covered during the orientation session useful?
- Do handouts describe in detail all key program elements including the roles and responsibilities of the work sponsor?
- Was the presentation short enough to keep listener's interest?
- Is there a more efficient way to conduct orientation, e.g., group orientation with several work sponsors at the same time?
- Was there feedback to determine whether the listeners understood the significant points?
- Is there a plan for follow-up to provide additional information and work station development?
- Is there an evaluation for each work sponsor listing subject or elements which need further explanation?

- Was the orientation evaluated?

OTHER RESOURCES:

- Distributive Education Training Sponsors Handbook, available from the Vocational-Tehcnical Curriculum Labotory, Rutgers, the State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey, is an excellent handbook for distribution to work sponsors.
- Cooperative Occeupational Education, and Work experience in the curriculum, by Ralph E. Ma sonand Peter G. Haines. (Danville, Illinois, the Interstate Printers and Publishers 1972) describes a sponsor development plan and identifies what the coordinator must do to help the sponsor become a better teacher.
- The Concerns and Expectations of Prospective Participants in Directed Work Experience in Program, by H.R. Cushman (Ithaca, New York, State University of New York, 1967), contracts expectations of students in Cooperative Education Programs with expectations of participating employers.
- What Teacher-Coordinators Should Know About Cooperative Vocational Education, by R. L. Butler and E. G. York (Columbus, Ohio, ERIC Clearinghouse for Vocational and Techical Education, 1971), follows upon on the Cushman Study.
- Cooperative Vocational Education, by John A. Wanat and Margaret A. Snell (Springfield, Illinois, Charles C. Thomas, 1980), provides information on what to include in an orientation, especially pages 50 to 57

RELATING IN-SCHOOL AND ON-THE-JOB LEARNING

DEFINITION: The process for meshing and structuring work experience and school learning to make these activities mutually supportive.

OBJECTIVE: To relate classroom instruction and job requirements and experience so that: students are competent to perform assigned tasks; and work experience and training reinforce and motivate classroom learning.

DISCUSSION: This activity is what distinguishes cooperative education from work study. In cooperative education, learning to become a competent worker, capable of obtaining gainful employment upon graduation, takes place in two very different locations. The first is the school where learning takes place through structured, carefully sequenced, organized presentations and discussions of work related techniques, equipment, and behavior in the classroom and limited experience in use of knowledge in laboratory and shop settings. The second is the work place which provides supervised occupational experience and on-the-job training under actual labor market conditions and standards. There are not only differences between the skills and objectives of teachers and supervisors, the school and work place differ in their educational assumptions and approaches as well as content, priorities, sequence of learning, etc.

For cooperative education to be effective it is crucial that learning in the two locations be supportive and complementary rather than in conflict and out of synchronization.

It is a major responsibility of the teacher/coordinator to keep the relationships between classroom instruction and job experience as close as possible. Unfortunately, most jurisdictions allocate insufficient time for this activity and do not require any reports or evaluation of the linkage and compatability between in-school and on-the-job activities. This is, perhaps, the most

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serious shortcoming in poor programs, and the element which most clearly distinguishes outstanding programs. It is the best indicator of a jurisdiction's will to invest in cooperative education. Analysis of activities assigned to teacher/coordinators and the number of hours spent on each during the school week provides strong clues of a jurisdiction's expectations for cooperative education.

Carrying out this responsibility involves effective use of many of the key elements. Prior to the student coming on the job, elements include recruiting employers, orienting employers and supervisors, training work supervisors, related class curriculum, preparing students for work assignments, selecting and assigning students, training agreement, training plan, and matching students and jobs.

After placement and during the active program, other elements involved include: evaluation of students' work performance by employer, use of work performance evaluaton by the coordinator, monitoring work-site agreement, developing the work station, and flexibility in adjusting work assignment to meet student's needs.

There are two general types of activities to relate in-school and on-the-job learning:

1. linking school and work stations in the occupation or with the same type of employer, e.g. insurance companies;
2. linking school and work for specific individuals.

Both types of activities require that coordinators be actively concerned with employers' needs and demonstrate the will to help employers achieve their primary business objectives. It is not possible to maintain a one-way benefit relationship for long. Common goals and mutual confidence and trust must be developed. All concerned must recognize and accept that the student, employer and school should each benefit from the relationship.

Although most employers recognize and accept civic and business responsibilities to help develop and prepare the future work force, employers' perspectives are not identical with those of the educational system. The primary concern of employers is to obtain reliable, competent workers in the present and only secondarily in the future. This is the reverse of the order of priorities of educators. To develop good, lasting relationships, it is important to understand and to deal with this difference.

Being sensitive to employers' needs is being sensitive to individual employers. Employers are not a monolithic group. They are not consistent in their views of what secondary school graduates should be capable of doing. Some say, "teach them to read, write and figure and we will teach them the rest." Others want applicants who have appropriate occupational skills.

Whether we are concerned with all students in an occupation or with individual students, correlating education and work experience requires that the teacher/coordinator and the work supervisor agree on:

- the competencies students must possess to be employable upon graduation;
- how these competencies can be best acquired through related education, work experience, and on-the-job training;

- a plan to work together to help students acquire the needed competencies.

The teacher/coordinator must be prepared to negotiate development and coordination plans with employers and other teachers and to continue to be the moving force for implementation of the plans. The students should be kept informed of all plans. To the maximum extent feasible, individual students should be present at planning sessions affecting them as individuals.

Full involvement of employers and other teachers is particularly important to teacher/coordinators responsible for Diversified Occupations, as the teacher/coordinator usually does not have detailed knowledge and competence in each occupation.

The process for relating in-school and on-the-job learning for an individual student should start before the student has been selected for the job with a discussion with the employer concerning job requirements, job opportunities, nature of supervision, the curriculum for the occupational area, the level of skill and competence the student is expected to have upon entry and acquire during the period of employment, and the support services to be provided by the school. With on this information, the teacher/coordinator is in a position to work with the employer to determine: desired student characteristics (i.e. matching student and job); how to gain support from the supervisor and other workers, orientation and training for supervisors, flexibility needed to adjust to school requirements to employer's needs and vice versa; related class curriculum; etc. This information can also be used to develop an industry/occupation plan to relate school and work activities.

After a specific student is selected, the process continues with a discussion with the work supervisor of the student's career objectives,

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the teachers' and counselors' assessment of the student's potential for advancement, and how the student could benefit from on-the-job experience and training. This should lead to the training plan to link school and workplace, objectives and activities. The training plan is based on the school's evaluation and the supervisor's expectations. While the training plan is a commitment it can be changed as the supervisor gains more knowledge about the student's capabilities and is able to identify area for development.
Each time a student's progress is reviewed, the teacher/coordinator and the supervisor should revise the training plan. The plan should provide for some new tasks for each planning period, coordinated with in-school preparation for the assignment of new tasks. The revised training plan should describe in-school objectives with respect to remediation, skill education, work readiness, counseling, etc. and the objectives at the workplace.

After the teacher/coordinator and supervisor reach agreement, the revised plan should be reviewed with the student.

The student should participate fully in discussions of how to strengthen the link between school and work and how to make the relationship more productive. However, specific assignments and timing need not be discussed with the student, as these depend not only on the student's readiness, but also on the needs of the employer and the ability of the school to carry out its end of the bargain. It is the job of the teacher/coordinator to tailor in-school instruction to the student's needs and ability to learn. Many schools use independent, self-paced learning materials to meet the needs of different students assigned to different workplaces. The developmental needs of the student are the basis for the design of the instruction.

Every visit to an employer or to an employer group should have as an objective: to strengthen the relationship of in-school and on-the-job learning. Ways to do this include: providing information about what is being done in the classroom to prepare the student for work asssignments, obtaining information about tasks the student is performing and how classroom instruction can help the student, and asking for recommendations and help to improve the dprocess and strengthen the relationship.

After determining appropriate objectives, the strategy for effectively relating inschool and on the job learning includes:

- formalizing linkage in the training plan and agreement on objectives, activities each will engage in, schedule for activities and achieving objectives, and the coordination between teacher/coordinator and supervisor;
- motivating and preparing the supervisor and others at the workplace at orientation and other formal training to carry the agreed upon roles;
- motivating and preparing the students in orientation to cooperative education and preparation for work assignment to carry out their roles;
- developing effective two way communication channels between the classroom and the workstation, between the teacher/coordinator and the supervisor;
- periodically reviewing the training plan and other linkage elements to improve relationships;

- dealing with failures and opportunities with respect to relating in-school and on-the-job learning.

Relating in-school and on-the-job learning for all students in an occupation is desirable to provide a basis for helping individual students. However, it is a complex process because of the large number of variables involved. Example 4: "Worksheet for planning to Relate School/Work Learning" is a useful checklist as well as a worksheet.

The following are examples of efforts by local education agencies and teacher/coordinators to improve the linkage between school and work.

EXAMPLE 1: In some locations where there is a concentration of companies in a single industry, industry/education committees have been set up. These have as their objectives: to coordinate the activities of employers and schools to help students who are not going on to post-secondary education qualify for jobs; to meet the entry level needs of the industry; and to build a continuing partnership between industry and schools. Achievement of these committees include:

- industry provided vocational training instructors;

- teacher/coordinators kept informed of the industry's needs and resources;

- teacher/coordinators and classroom teachers coordinated planning of academic curriculum and monitoring students' progress;

- teacher/coordinators and vocational teachers getting direct feedback from work supervisors and planning the classroom activities accordingly.

EXAMPLE 2: Some school districts make great efforts to adjust school schedules to meet employers' needs and constraints. Where the employers have special skill needs or intermittent periods of extra-heavy work due to new job demands or the seasonal nature of their activities, school systems arrange for students to receive special instruction or to work more hours or fewer hours depending on employer's needs. Employers frequently reciprocate by providing in-school instructional help during the slow periods.

EXAMPLE 3: Most teacher/coordinators find it useful to design projects for which students have to report on their activities on the job. These include collecting and providing basic information about the workstation (Example 5 is a model of a form which is used in one LEA); describing new tasks added to the job and the knowledge and skills required for performance; defining new technical occupational terms learned; discussing the relationship of the job performed with other jobs in the workplace; indicating how learning in school and on the job are related; making an analysis of the work performed at the worksite and indicating appropriate performance standards and means for evaluating performance; showing how the work experience relates to career objectives; evaluating the training plan and the degree to which it is being followed; evaluating performance on the job; identifying additional in-school activities which would lead to improved performance on the job.

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EXAMPLE 4:

Worksheet for Planning to Relate School/Work Learning in an Occupation/Industry

Occupation/Industry______________________________

Date____________Prepared by_____________________

Data for Planning

1. Sources of information about:

   a. Occupation/industry (incuding skill needs and entry opportunities):

   b. School (including curriculum and equipment):

   c. Students (including numbers, preparation, career objectives):

2. Occupation/industry characteristics:

   a. Leadership (names and nature):

   b. Role in community(influential, basic, etc.):

   c. Number/nature and distribution of jobs:

   d. Entry level jobs (title, descriptions, entry requirements, etc.):

   e. Past participation in cooperative education and work experience

3. Occupation/industry workforce needs:

   a. Tasks to be performed and competencies required upon:

      1) entry by full-time worker

      2) entry by student

      3) student's completion of:

         a) one-month's employment

         b) three-months' employment

   b. Regular, seasonal, time of day, etc, for entry level jobs

   c. Number of entry-level jobs filled annually by occupation:

4. School characteristics:

   a. Vocational preparation (relevant occupations and number of students in each):

   b. Experience in working with employers:

      1) generally

      2) in this occupation/industry

   c. Teacher/coordinator qualifications:

5. School needs:

   a. To meet state and district requirements (safety, supervision, etc.)

   b. To prepare students to qualify for:

      1) graduation

      2) career employment

   c. To monitor work station activities.

   d. To provide support services for employers.

   e. To provide support services for students.

6. Students considered for placement in occupation/industry:

   a. Grade

   b. Career expectations

   c. Vocational preparation
      1) work readiness
      2) occupational skills

      3) orientation to cooperative education

   d. Number category and preparation for employment of students with special needs.

7. Students' needs (describe "disadvantaged," special needs, and other separately):

  a. To qualify for entry level jobs

  b. To obtain "documented employability"*

  c. To meet basic requirement for:

    1) graduation

    2) employment

8. Education, training, experience, and resources to meet students' needs to be provided by:

  a. occupation/industry employers

  b. school and local education agency

  c. state department of education

  d. students

  e. other

---

*A letter of recommendation by the employer certifying to appropriate behavior and level of competence.

9. Plan to Relate Activities to Meet Needs of Students Employers and School

a. Specific objectives:

1. for students

2. for employers

3. for school

b. Activities to achieve specific objectives (place each objective on a separate sheet and describe separately for each under "A" above):

1. What? (what is to be done, i.e. activities)
2. Who? (school, employer, student)
3. Why? (how activity relates to objective)
4. How? (process, technique, etc)
5. When? (schedule for activities and achievement)

c. Data to measure progress toward objectives and controls to keep activities directed toward achieving objectives for:

1. students

2. employers

3. school

10. Evaluation of "Plan to Relate Activities, etc."

a. design of evaluation

b. responsibility for implementation.

EXAMPLE 5

BASIC FACTS ABOUT MY WORK STATION

Name of my employer: ______________________________

Type of business: ______________________________

My immediate supervisor: ______________________________

My title: ______________________ my rate of pay: __________

People I work with 1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

My work days: ______________________________

My work hours: ______________________ Pay Day: __________

Work rules: absence: ______________________________

lateness: ______________________________

rest periods: ______________________________

safety: ______________________________

dress: ______________________________

smoking: ______________________________

other: ______________________________

____

Benefits: vacation: ______________________________

sick leave: ______________________________

insurance: ______________________________

Other: ______________________________

____

Assigned tasks: ______________________________

____

____

HINTS:

1. Special summer employment programs can be used to develop work stations, recruit students to cooperative education and promote coordination between school and work learning. Summer programs provide many opportunities to tailor education to job needs. Many summer programs combine paid work experience, remedial education and support services. Where the program has an educational component, teachers from the school system are usually employed in the educational component. This combination can provide the basis for future efforts to coordinate learning from in-school education and work experience. It can be used to introduce employers to the school system's ability to target specific needs of students to become proficient on the job and provide students with the education they need to become employable. Many summer employers can be recruited to continue to employ the students during the school year under the cooperative education program.

2. Where there is insufficient time during the regular school day to provide needed remedial education and support services, some schools have set up evening classes to strengthen the linkage while avoiding interfering with work and in-school schedules.

3. When school administrators, counselors and vocational teachers visit work stations, they tend to be more understanding of employers' problems and have a better appreciation of the potentials of cooperative education. The visits also indicate to the employer the importance placed on cooperative education. The result is strengthened relationships between the school and the workplace.

4. It is easier to related school and work learning if:

- the training plan for each student correlates learning acquired in school and knowledge and skill needs on the job and indicates how one will reinforce the other;

- the written report of each visit to the worksite indicates the relationships between in-school learning and application at the worksite and recommendations for improving the linkage;

- where the teacher/coordinator does not teach the related class, the teacher is given the training plan, and report of each site visit.

5. Provide supervisors with copies of the work-related curricula and appropriate texts and other learning materials. Ask them to comment onthe adequacy of these and to make suggestion for improvement. Describe how related instruction activities will be bases on job needs.

6. Use every opportunity to increase involvement & ties with the employer and the supervisor.

7. The curriculum in the related class can build on experence at the workplace to motivate increasing basic skills such as reading and numerical computation, to encourage review of career objectives and desirabiliity of post-secondary education, and to consider broader general education.

EVALUATION:

1. Is there a plan to relate school and work learning?

2. Does the training plan indicate the learning which will take place in school and on the job, how these will be sequenced and how they are related?

3. Does the teacher/coordinator continue to receive input from the work supervisor as to what should be covered in related instruction?

4. Does the work supervisor continue to receive input from the teacher/coordinator as to what experiences should occur in the workplace?

5. Does the teacher/coordinator receive input from students with respect to relationship between in-school and on-the-job learning?

6. Is the student's participation in student organizations linked to in-school and on-the-job activities?

7. Does the employer provide:

- materials for use in the classroom?
- speakers to discuss work and career processes?
- training for teacher/coordinators?

8. Does the teacher/coordinator provide regular consultation on student's progress and needs to the work supervisor and related subjects instructors (when coordinator is not the teacher)?

9. Does the student's file include vocational plans, training plan, notes of efforts to relate school and work, etc.?

10. Does the employer's file include information useful for improving relationships and linkage between school and workplace?

OTHER RESOURCES:

John A. Wanat and Margaret A. Snell, Cooperative Vocational Education: A Successful Education Concept, Springfield, Illinois, Charles C. Thomas, 1980, Chapter 8.

Richard P. Nielson, Developing a Comprehensive Education Program: Building a Consensus, Boston, National Commission for Cooperative Education, n.d.

David R. McMahon, "Documenting and Crediting Co-op Learning," in James Wilson, ed., Developing and Expanding Cooperative Education, San Francisco, Jossey Bass Inc., pp. 29-36/

National Alliance of Business, Planning, Management and Evaluation: Realizing PIC Potential, NAB, June 1981, pp. 315-337.

IMPROVING THE WORK SITE

OBJECTIVES: To identify areas where changes in the work station and in relationships between in school instruction and job experience would benefit students and employers and the nature of the desirable changes, to determine together with the employer and the student the changes to be made and to assist in making the changes.

DISCUSION: There is general agreement that the work environment and experience must be monitored to ensure that students will acquire the work habits and occupational skills needed to obtain and retain employement. Unfortunately, many teacher/coordinators tend to limit their visits and few attempt to obtain any significant changes in the workplace. Some fear that any action on their part, other than attempting to remedy shortcomings on the part of the student, would be counter-productive and might lead to a loss of the placement. Others do not believe that they can contribute to improving supervision or any aspect of the workplace environment and activities. Most focus on carrying out minimal responsibilities such as obtaining compliance with legal requirements.

However, many teacher/coordinators take this element seriously and spend many hours of their own time trying to improve the workplace experience to benefit student and employer. Some of these concerned teacher coordinators feel that additional visits and advice would be welcome by employers and supervisors. ur study and those of others indicate employers and supervisors fell that close collaboration and more productive visits are necessary and desirable to achieve the educational objectives. They feel that they are poorly informed about cooperative education and that school support, monitoring and follow-up are inadequate. Many teacher/cooordinator are overbudened by other than cooperative education assignments and responsibility for too many students to carry out these objectives. Never-the-less it is important to define the objectives and indicate how they can be achieved with the hope thatr somehow the needed resources will be found. Without strong, determined efforts and adequate resources for monitoring and improving the work environment and experience and linkage between these and in-school instruction, cooperative education may be little better than unsupervised work experience.

Recognizing the importance of teacher/coordinators visits to the workplace many state education departments have established schedules for visits.* However, this is only as necessary condition. It is far from sufficient to ensure that the high potential of cooperative education will be achieved. Further, teacher/coordinators have so many objectives and tasks to perform in connection with site visits that improving educational opportunities may be neglected.

Teacher/coordinators' objectives in making work site visits include:**

- Discuss student progress.
- Observe safety conditions present in training stations.
- Encourage training sponsors to provide a variety of job experiences for students.
- Secure instructional material.
- Evaluate training stations.
- Follow-up with employers for students who leave training stations.

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* Humbert, Jack T. and Carl A. Wolosoyk "Cooperative Education" Information Series No. 253, National Center for Vocational Education, The Ohio State University Columbus, Ohio 1983

** A modification of a list in Humbert op cit.

Improving the Work Site

- Assess student behavior, attitude and performance with training sponsors.
- Obtain suggestions from training sponsors for use in related class or lab instruction.
- Assist training sponsors in obtaining student subminimum wage exemptions.
- Complete IRS Form 6199, Targeted Jobs Tax Credit.
- Keep a weekly record of student work hours.
- Relocate students to different training stations when more desirable training stations occur.
- Communicate with training sponsors regarding student and co-employee working relationships.
- Complete a written training agreement for each student.
- Complete a written training plan for each student.
- Get supervisors to use a rating form for evaluating student on-the-job performance.
- Compliment the supervisor and the employer.
- Inform training sponsors regarding federal and state laws related to vocational education and employment of minors.

- Arrange training station work hours for students.
- Arrange school schedules with students, faculty, and training sponsors.
- Maintain a student cooperative education on-the-job experience file with specific records.
- Obtain information for counseling and other school purposes.
- Correlate content of in-school vocational instruction with training station learning experiences.

Helping to structure the work experience to maximize student learning probably requires the highest levels of knowledge, skill and confidence on the part of the teacher/coordinator. Businesses are not educational institutions, good training experiences for students. Workplaces must be developed. Development activities include:

- Improving the match between student and job, if necessary, provide the education and training to make the student job-ready, help the employer redesign the job to fit the capabilities of the student, and develop a workable training plan with the employer and student.
- Ensuring thast the supervisor is capable of providing the special supervision and on-the-job training that will help this student learn and become a competent, productive worker.

- Providing related instruction which will mesh with and supplement on-the-job learning.
- Linking job needs, activities, and learning with those of te in-school instruction.

Carrying out these activities successfully depends on having accurate information. We need information related to:

- Complinace with the training agreement and training plan.
- Progress toward achieving the objectives of the training plan.
- The nature of the environment in the workplace and behavior of adult role models.
- The knd of training and supervision provided.
- Use of school learning on-the-job.
- Barriers to learning.
- Match between job demands and student's competence.
- Scope and rate of training and learning.
- Learning derived from experience which should be used in the classroom.
- Views about cooperative education in general and this student, this placement, this teacher/coordinator,etc.

The findings and conclusions reached should be discussed with all the people who could be affected, to confirm findings, to test conclusions and to gain support for any changes to be made.

Visits should be scheduled to avoid interferring with the flow of work and productivity and to ensure that the supervisor will be available and ready to discuss the student's progress. The employer and supervisor can come to see these visits as valuable to them as well as the student if efforts are made to improve productivity as well as learning; to provide advice and assistance which is applicable for other workers in addition to the student; to accept and use advice on how to change vocational education; and to ensure employer's satisfaction in participating.

Objectives of visits to work stations generally fall into four categories:

1. an initial visit after students have been placed to provide information, develop plans, and provide a basis for cooperation;
2. regular coordination visits to maintain contact and help increase benefits for students and sponsors;
3. special visits to deal with problems.
4. a wrap-up session to thank employers and supervisors, evaluate what took place and plan for the next year.

1. The Initial Visit is usually in the first week of work to demonmonstrate continuing interest and involvement, ensure that the student and supervisor are getting along, clarify and reinforce the "rules of the game", obtain agreement on the training plan, identify related instruc-

tion needed, and make an estimate of the situation and possible future needs. Many coordinators use this time to review the details of the training agreement and training plan, and to leave a packet of materials describing cooperative education. This visit should set the groundwork for future visits and indicate interest in helping both the student and the employer.

2. Regular Coordination Visits are made to evaluate student progress and supervision, to identify classroom assignments to relate to the student's job assignment, to observe the relationship of students with other workers, to observe working conditions, to identify deviations from the training agreement and training plan, and to obtain the supervisor's recommendations and evaluation of progress. In general, obtain the information and agreements needed to improve learning and to get feed back on implementation.

Visits to be devoted to review of a student's progress should be carefully planned. Information which should be reviewed in advance of the meeting includes:

- records of other placements with the employer;
- the student's school and employment records;

- the training agreement;
- the training plan;
- the student's report of progress and tasks assigned;
- the student's self-evaluation;
- notes from other visits to the workplace;
- the student's career plan.

Some coordinators occasionally bring along school counselors, and other vocational teachers to meet the employer and the supervisor. These visits tend to encourage greater school support for the program and reinforce the employers' commitment. They provide opportunities for employers to influence curriculum.

3. Special Visits should be made whenever there is indication that the teacher/coordinator can help solve a problem or deal with a difficult situation. Common problem situations include unexcused absences and lateness, student conflict with other workers, failure to give student agreed upon assignments, an offer of full-time employment prior to graduation and disciplinary action by the employer.

Before trying to solve a problem, make sure that you know what it is, who is involved, and why it is a problem. Too often people give an answer before defining the problem. Get the facts. Different people see different facts as important. Even when there is agreement on the facts there may be disagreement on what facts mean. Give careful considerations to the facts others consider important and to the meanings they ascribe to facts. It is important to agree on who should be involved in determining what to do and who will be responsible for implementing the solution. Consider alternative ways for solving the problem. Select one, with the participation of the other participants, which satisfies student's and employer's needs. There is no solution which will be optimum for everybody. Make the best trade-off you can. The Force-Field technique* can be useful in developing a viable solution.

Visits are not only to protect student and school interests, but also those of the employer. Many employers will not talk about their problems but will simply drop the student or refuse to participate the next year. You must look out for employer's interests.

4. The wrap-up visit is as essential as the initial visit. Objectives for this meeting include setting the stage for the next class; making the employer a stronger supporter for cooperative education; obtaining information which will help to improve the program and advance the student's career objectives; learning sbout posible full-time, post graduation placement of the student; getting a lettter of recommendation for the student; and expressing appreciation for the employer's and supervisor's participation and cooperation. "Setting the stage for the next class" includes

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* See Appendices B & C in Volume I of this manual.

indicating to the employer whether or not you will want another placement and your reasons.

The most important factor relating to learning at the workplace is the supervisor. The competence and will of the supervisor to help the student become a desirable employee can determine the future of the young person. Unfortunately few supervisors have had much experience or taining in supervising and training students and in working cooperatively with a school.*

There should be some orientation for each supervisor before a studnt is placed. Sometimes it is possible to arrange for group orientation. If orientations is not provided before placement it should be gviven at the initial meeting.

Orientation should fit the conditions and needs of the specific workplace, supervisor and students. Supervisors should be informed in detail about the relationships among student, teacher/coordinator and supervisor -- what the school expects of them and what they can expect form the school.

Some students may not have worked before. The structure, expectations, language and relationships of dthe workplace will be new. They need help and time to adjust, to know what is expected of them and to learn to respond effectively. They need good role models. All of theis should be discussed with the supervisor.

Orientation will not anticipate all problems. It can provide supervisors with initial understanding while laying the groundwork for future meetings with the teacher/coordinator. Informal supervisory training must continue throughout the period of employment. The teacher/coordinators are expected to be prepared to provide this training in their meetings with supervisors.

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*Consult the descriptions of key elements which relate to supervision on the job. the key element "Evaluation of Students' Work Performance by Employers," includes a performance evaluation manual for Supervisors" which can be duplicated and distributerd to supervisors.

Supervisors must learn that they are expected to be supervisors, not surrogate parents, friends, social workers or confidants.

There are others to play these roles. Students must learn to accept and respond appropriately to a new adult role, work supervision. To help them do this is an important supervisory task.

Try to get across a point about supervising new, young workers whenever it seems appropriate without giving the impression of telling the supervisor how to supervise. Use the approach of how to help the student to become as better worker.

Thus when the student does something incorrectly, the focus should be on how to perform correctly, not on what was wrong. When there is inappropriate behavior the emphasis should be on changing the behavior not on the person.

A recurring problem relates to discipline. Discipline is action taken to change willfu unacceptable behavior. It should be constructive not destructive. The focus should be on changing unacceptable behavior, not punishment. Punishment tends to cause young workers to withdraw. Help to change can draw them out. The supervisor should discuss unsatisfactory behavior or performance with the student. The discussion should deal with the specific incidents of poor behavior and performance and how to behave and perform in similar circumstances in the future and not on changing abstract characteristics as "reliable" and "hard working."

Improving the Work Site

Continued cooperation from the work sponsor for changes in the workplace to benefit learning depends on cooperating to provide benefits for the employer as well as for the student.

Some principles for establishing and maintaining cooperative relationships are:

1. Determine what benefits the employer and the supervisor would like to gain from participating and cooperating in efforts to increase learning at the workplace. The most obvious benefit linked to increased competence is increased productivity. Learning and productivity can be combined into a single objective. However, there may be other, not so easily identified objectives. Frank discussion helps.

2. Identification of common objectives or closely linked objectives provides motivation and the basis for joint, cooperative efforts.

3. Exchange of information and the use of employers suggestions in curriculum design tends to reduce the feeling of a one-sided relationship. Further cooperation is difficult unless all concerned have the same information.

4. Joint activities such as review of students' performance and developing plans for improvement increases opportunities and potential for cooperation.

5. Providing information and services unrelated to cooperative education leads employers to increase their efforts to help students.

6. Small business do not have the resources or knowledge to make efficient use of government supports and programs. Information and service to help them take advantage of these should be prosvided by the teacher/coordinators.

7. There should be no implication that the sponsor or supervisor is unwilling to cooperate, or is incompetent, or is taking advantage of the situation unless the teacher/coordinator is prepared to terminate relationships. This is not to say that there should be no efforts to improve. the emphasis should be on the desired improvement not on the characteristics of the persons involved.

8. Dropping without notice of an agenda or too frequent meetings can strain relationships with the supervisor. Consequently, they must be planned, useful for student and supervisor, and short.

Developing the work station into both a production and learning station and linking this closely with the related class instruction are probably the areas in which there is the sharpest difference between effective and ineffective teacher/coordinators.

EXAMPLE 1. It is desirable to involve the student in activities designed to improve learning and performance at the workplace. The following is one such exercise.

TASK IMPROVEMENT

The objective is to help students learn how to identify need for improvement and to satisfy the need.

a) The teacher/coordinator establishes a criterion for selecting a task. Some examples are tasks which take the most time, are most important or are most difficult for the student.

b) The student selects a task which satisfies the criterion and justifies the selection.

c) The student determines the level of performance to be achieved. This is reviewed by the teacher/coordinator and the supervisor. Based on their reviews a level is agreed upon.

d) The student's current level of performance is determined and the areas and nature for improvement pinpointed.

e) Plans for appropriate learning activities are suggested by the student and reviewd by the teacher/coordinator. A plan is agreed upon and a schedule established.

f) The plan is implemented and achievement of objectives reviewed weekly by teacher/coordinator, and the student. Sometimes other students or the supervisor may be involved.

EXAMPLE 2. When the teacher/coordinator is unable to visit the workstation as often as necessary to determine progress, information about activities during the past week, may be obtained by asking students to list new words learned on the job, or to describe new tasks assigned, or to indicate how specific skills (described in the training plan) have been employed. This not only provides information but tends to reinforce learning.

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EXAMPLE 3. The following is a checklist used in one jurisdiction:

a) Conditions surrounding the place of business

b) Attitudes of co-workers toward employer/supervisor, teacher/coordinator and student-trainee

c) Specific operations in which student is engaged

d) Immediate related subject matter needed

e) Personal apperance of the student

f) Student's attitude and interest in work

g) Employer and supervisor's attitudes toward the student and the teacher/coordinator

h) Strengths and weaknesses of the work assignment as a learning experience

i) Compliance with the training agreement and training plan

j) Problem situations, present and potential

k) Suggestions for improvement.

EXAMPLE 4.

REPORT OF WORKPLACE VISIT

STUDENT:____________________ WORKPLACE:_____________________

TEACHER/COORDINATOR:______________ DATE OF VISIT: ________

PURPOSE OF VISIT: ____

1. INFORMATION GIVEN TO SUPERVISOR:

2. INFORMATION OBTAINED FROM SUPERVISOR:

3. OBSERVATIONS:

4. COMMITMENTS: BY TEACHER/COORDINATOR:

   BY SUPERVISOR:

   BY STUDENT:

5. ACTION AND FOLLOW-UP BY TEACHER/COORDINATOR:

WORKPLACE VISITS PLANNER AND LOG

EXAMPLES
TEACHER/COORDINATOR:

PERIOD: FROM________________ TO__________________________

SCHEDULE DATE	WORKPLACE	STUDENT	TYPE OF VISIT	DATE CONFIRM	OBJECTIVES**	AGENDA PREP	CHECK LIST PREP	MEETING HELD	RECORD OF MEETING MADE-FILED

*Initial, regular, special, wrap up ** Note major purposes, e.g. student evaluation, communication
*** A written statement of significant observations, information obtained and transmitted, commitments made and received, actions to be taken and follow up needed. Relate to objectives of visit.

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EXAMPLE 5

WORKPLACE VISITS PLANNER AND LOG

TEACHER/COORDINATOR: ____________________ PERIOD: From______ to ________

Schedule date	WORKPLACE	STUDENT	TYPE OF VISIT*	DATE CONFIRM	OBJECTIVES**	AGENDA PREP

Improving the Work Site

HINTS:

1. Prepare objectives, on agenda and a check list of things to accomplish items to discuss and information to give and obtain for every meeting.

2. Prepare questions prior to any visit designed to trigger discussion, provide the basis for cementing cooperative relationships, obtain needed information, etc. Some questions are:

> How does the student respond to supervision?
>
> What can the school do to improve the program/?
>
> Are there areas in which the student should have greater competence?
>
> What are the chances that the student will be offered a full-time job?

3. Write up what took place as soon as possible after each meeting. It is the only way to be sure all significant items are included.

4. Use each visit to determine whether there is the possibility to enrich the student's experience by providing a greater variety of tasks and experiences and encourage the supervisor and student to use the opportunity.

5. Don't be afraid to suggest modifications in the training plan if they would lead to improved learning and employer satisfaction .

6. Do not do the supervisors' job. It is not the teacher/coordinator's role to responsibility to supervise students at the workplace. If requested by a supervisor to "take over" use the situation as a training opportunity.

7. Students and superisors tend to ignore minor problems until they becom major and possible cause for termination. Without crying "wolf," where there is nothing for a teacher coordinator to get involved in, try to be sensitive to irritations and differences at the workplace and deal with them before they blow up into major problems.

8. Do not second guess supervisors.

9. Sometimes supervisors expect students to perform as adults before they acquire the necessary skills. When this happens there may be complaints almost slow and careless work. The solution is not to counsel the student to work harder or be more careful, but to develop a plan with the supervisor to help the student improve skills.

10. Make it a point to inquire at every visit almost, about the student's progress and the employer's satisfaction.

11. Have a written agenda and check list for every visit. Don't depend on memory.

12. Don't coordinate on the telephone.

13. Sometimes the road to improving learning at the workplace is through focusing related instruction. Consequently, there must be a continuous, two-way flow of information between classroom and workplace. Keeping classroom teachers informed of the disparity between task requirements and the student's capabilities makes it possible for them to focus class instruction to increase capabilities, if the student is not up to the job or to suggest additional tasks if the job is not challenging the student. Classroom teachers can change the sequence of instruction to fit the sequence in which tasks will be assigned on the job and suggest job aids to improve performance and how to sequence job tasks to facilitate learning.

EVALUATION

1. Are there agreed upon:

   a. schedules for visits?
   b. purpose and nature of visits?
   c. adequate time and appropriate meeting places?

2. Is there for every visit:

   a. a statement of objectives?
   b. checklist of items to cover?

3. Is information obtained and evaluations made with respect to:

   a. adherence to the training agreements?
   b. safety conditions?
   c. the training plans?
   d. students' learning behavior and competence.
   e. relationship between classroom learning and work experience?

4. Are there two-way communications and feedback between the employer and teacher/coordinator to:

   a. improve supervision and training?
   b. improve linkage between education and experience?
   c. provide special support services?
   d. provide remedial and additional vocation al education?
   e. counsel the student?
   f. improve cooperative and vocational education generally

5. Do employers and supervisors make recommendations with respect to:

   a. individual students?
   b. cooperative educational programs?
   c. vocational education as a whole?

6. a. Are these recommendations acted upon appropriately?
   b. Are persons who made recommendations informed of the actions taken?

7. Do employers accept the teacher coordinator's recommendations?

8. Are problems dealt with immediately and successfully?

9. Is there a complete record of all visits, information obtained and transmitted, recommendations made, commitments made and actions taken by students, employers and teacher/coordinator, and follow up.

10. Is a development plan prepared for each workstation?

11. Is there periodic review of workplace visits and efforts to improve learning at the workplace?

OTHER RESOURCES:

- E.F. Mitchell, Cooperative Vocational Education (Boston: Allyn and Bacon, Inc., 1977).
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EVALUATION OF STUDENTS' WORK PERFORMANCE BY EMPLOYERS

DEFINITION: The criteria and procedures for evaluating students' work performance and supervisors' use of the performance evaluation.

OBJECTIVES: To motivate supervisors to evaluate students' performance and progress and to use the evaluations to help students improve performance and increase progress.

To help supervisors make useful evaluations and to use their evaluations to improve students' performance.

To obtain information useful for counseling, providing remedial and supplementary education for students and developing curriculums.

DISCUSSION: All cooperative education programs ask workplace supervisors to evaluate students' work performance. Unfortunately, many supervisors are ill-prepared to make evaluations useful to help students improve performance or development, or to discuss evaluations with students. Teacher/coordinators in outstanding programs make great efforts to motivate and help supervisors make useful evaluations and to make effective use of the evaluations. In these programs, the teacher/coordinator:

- Convinces supervisors that performmance evaluation and feedback to students and school are essential supervisory responsibilities;
- Motivates supervisors to set standards, observe performance and behaviors carefully, make and write up performance evaluation and provide feedback;

- Help supervisors to become competent in these activities;
- Prepare students to be open and not defensive in evaluation meetings with their supervisors and to see the meetings as important learning opportunities;
- Reinforce the motivation for both supervisors and students by participating in evaluation discussions and demonstrating to both how evaluations can lead to changes in education and teacher/coordinators' activities as well as changes in the workplace and students' behavior.

Teacher/coordinators in any school system can achieve these objectives.Teacher/coordinators should be convinced of the importance of useful evaluations, be prepared to motivate and help supervisors, discuss evaluations with supervisors and students, and use evaluations.

The most effective techniques for motivating supervisors are to

- Build on the evaluation system in the company.
- Demonstrate that evaluations can be used to motivate and improve students' performance and development.
- Provide assistance by review of the evaluation procedure and use of the evaluation form and discussion of the planning and conduct of the evaluation meetings.

EXAMPLES:

1. The form on the following page is a simple performance evaluation form used in one jurisdiction.

2. At the end of this element description there is a manual for supervisors in making and using students' performance evaluations. It can be given to supervisors, internalized by the teacher/coordinator and fed to the supervisor piece by piece, used by the teacher/coordinator to demonstrate how to make and use evaluations. Use depends on the personalities of the supervisor and teacher/coordiantor, their levels of competence, and relationships. In the manual, there are comments to the teacher/coordinator. These are indicated by boxing, and should not be included in the manual if it is given to a supervisor.

1.

EVALUATION OF STUDENT PERFORMANCE

Company Name ________________ Student's Name ___________________

Job Title ____________________ Evaluation Period _______________

Supervisor ___________________________

Actual Performance, Development and Behavior Compared with Objectives and Standards*

Development Objectives	Evaluation**		
Tasks Assigned	A	B	C
1.			
2.			
3.			
4.			
5.			
Competencies to be developed			
1.			
2.			
3.			
Expected Behavior			
1.			
2.			
3. (Note Progress toward objectives evaluations and Comments and recommendations on back.)			

*Attach staement of objectives and standards

**A = Significant achievement - above standards

B = Acceptable achievement - at standards

C = Objectives not achieved - below standards, improvement needed.

HINTS: Evaluation of on-the-job progress of the student may be done by mailing or leaving the supervisor a rating sheet to be returned at a later date, or by jointly discussing the rating sheet during a visit by the teacher/coordinator. Some programs mandate that rating sheets be left with the employer one or two weeks before they are due so that the supervisor has time to think about the student's progress and is not pressured. Other programs feel that an in-person discussion between teacher/coordinator and supervisor (with or without student participation) is the best approach since a supervisor may put the rating sheet aside in the press of other business Some programs allow employers to use their own performance evaluation forms.

Most programs require an evaluation once each marking period (quarterly or semi-annually). A few programs require them more frequently (once a month, once every two months). They claim that the written statments help them. When the teacher/coordinator has little or no knowledge about an occupation three different different approaches are used:

1. Call in a vocational specialist to identify skills to be measured, appropriate standards, etc.

2. Leave the evaluation of skills totally up to the supervisor.

3. Ask the advisory committee for help

In developing a new rating sheet, the coordinator should:

1. Determine how the rating will be used.

2. Identify information which would be useful.

3. Develop a plan containing what should be rated to provide this information.

4. Indicate how the supervisor should obtain and report the information.

The form should be prepared in consulation with the superviors. The instrument should be simple and reliable, and set in criterion-referenced terms. The supervisor should be asked to provide specific examples of both strengths and weaknesses. Simply making checkmarks under "good" or "fair" does not provide useful information.

The form should be checked with the training plan to be sure that items to be rated include the agreed-upon tasks and competencies.

One state uses a "Training Profile" for periodic evaluation. By indicating training and educational needs it is focused on use rather than mere evaluation. Job experiences and training described the Training Plan are listed on the form. New tasks and duties on Attendance and Work Report forms are added. The employer, coordinator, and the student complete separate Training Profile forms. The ratings of all three are then combined on one form. Differences in the evaluation among the three are resolved by discussion. A new active plan is developed based on the agreed upon needs.

EVALUATION: The evaluation of students' performance and use of evaluation by supervisors.

1. Is the requirement for periodic evaluation discussed with:

   a. work sponsors and noted in the Training Agreement?

   b. work supervisors?

   c. students?

2. Is the need and importance of performance evaluation understood and accepted by:
   a. students?
   b. supervisors?
   c. counselors?
   d. others in the school system?

3. Are supervisors provided with instruction on how to make effective performance evaluations?

4. Do supervisors have adequate knowledge and ability to use effective evaluation techniques and procedures, including:

   a. descriptions of tasks that students are expected to perform and appropriate standards for performance?

   b. standards for work behavior?

   c. forms on which to note expected and actual performance and behavior?

   d. what to emphasize and what to play down?

   e. observing and evaluation performace and behavior?

   f. discussing performance and behavior with students, providing feedback, counseling, etc.?

5. Is the evaluation forms related to the Training Plan?

6. Are students kept informed of:

   a. tasks they are expected to perform and performance standards?

   - b. expected behavior?
   - c. consequences of failing to meet objectives and standards?
   - d. the extent to which they are meeting objectives and standards?

7. Is there a procedure to insure that evaluations
   - a. are made and submitted on time?
   - b. discussed with students?
   - c. discussed with teacher/coordinators?
8. Do teacher/coordinators participate in the evaluation meeting when this is desirable?
9. Do teacher/coordinators use the evaluation to determine need for remedial and skill education in school?
10. Do teacher/coordinators provide feedback to the supervisor on adequacy of the evaluation?
11. Is there an assessment of supervisors' evaluations including:
   - a. process?
   - b. product?

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U.S. Department of Labor, Bureau of Labor Standards, The Youth You Supervise, bulletin 174.

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A MANUAL FOR PERFORMANCE EVALUATION

Making and using an evaluation of a student's work performance and progress is the greatest and most useful help a supervisor can give to a new, young worker. Young people are unsure of themselves and don't know how they measure up to adult standards. They need accurate, helpful feedback and direction. An effective performance evaluation does all of these.

Performance evaluations are made to provide opportunities to:

- Reinforce good behavior and performance.
- Determine how students' performance and development can be improved.
- Improve communications among students, supervisors and teacher/coordinators.
- Identify and jointly work out solutions to work-related problems.
- Provide information to help improve in-school education.
- Jointly plan for future work experience, education, and development.

Effective performance evaluation:

- Tells students what is expected of them, how they are doing, where they are doing well, and where their performance should be improved. It advises how to go about improving performance, and what can be expected on the job in the future. It should motivate and help students to improve performance.

Evaluation of Students' Work Performance by Employers

- Improves understanding and relationships among student, supervisor and teacher/coordinator.
- Emphasizes and reinforces good behavior and performance.
- Indicates performance and behavior which should be changed, why and how.
- Provide the basis for the plan to improve development and performance.

Note for the teacher/coordinator: Most schools provide rating sheets on which the employer and supervisor are asked to comment on the student's:

1. Job Performance: quality and quantity of work, and job knowledge and skills.
2. Behavior on the Job: interest in work, attendance, safe use of equipment, cooperation, punctuality, concern for other workers, and acceptance of supervison.
3. Capacity: ability to learn, judgment, initiative, and acceptance of responsibility.
4. Personal Qualifications: grooming, dress, tact, and courtesy.

Current thinking, with respect to evaluation, is that the focus should be on performance and behavior and not on traits. The analysis supporting this position is:

- performance and behavior can be pinpointed and specific examples provided. Comments on traits are too general and nebulous to be helpful.
- comments on traits are more subjective than those on performance.
- finding a trait unsatisfactory (e.g. dependability) is seen as an attack on the person, evokes defensive reactions, and does not lead to a plan to improve. Unsatisfactory performance (e.g. did not use approved form as instructed), can lead to a plan to improve performance.
- evaluation of individual traits is influenced to a great degree by the 'halo effect,' the overall impression of the worker.

Conducting a Performance Evaluation: There are nine steps in a performance evaluation. Each step should be tailored to fit the work situation and the student. Work station conditions and job requirements, the student's age and job preparation need to be considered when setting standards and evaluating performance, if the evaluation is to meet the needs of student and the company.

1. Define and describe the final performance objectives* and when they should be achieved, including:

   a. the tasks the student is expected to perform when fully trained.

   b. acceptable and good performance for each task, i.e. standards.

   c. the knowledge and skills the student should have acquired.

2. Identify intermediate objectives** and a time-frame for achieving these. Young workers cannot be expected to perform at the level of experienced workers from day one. Therefore, intermediate performance objectives and standards should be established for the students and should include: tasks to be performed, performance standards, knowledge and skills to be acquired, and behavior to be demonstrated.

Make sure intermediate performance standards are reasonable and attainable. They should be as specific as possible and tailored to the initial competence of the student. Sometimes, however, quantitative standards aren't possible but behavioral criteria can be set. For example, "cooperate with co-workers on making a mutually acceptable schedule."

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*This does not include expected behavior which should be spelled out in advance and enforced from the first day.

**Intermediate objectives progressively lead to the final objectives. For example, in teaching a student typing, intermediate objectives are: learning the keyboard, typing 20 words a minute, typing 40 worda a minute, etc.

3. Inform the student of the final objective and standards, discuss these with the student and the teacher/coordinator and get agreement on appropriate intermediate objectives and standards*.

Explain ultimate (adult) performance objectives and standards to the student and the teacher/coordinator. Work with them to develop intermediate performance standards and objectives. The student is more likely to understand, accept and work to achieve them, and the teacher/coordinators will be in a better position to provide in-school help.

Encourage questions about final standards and objectives. Ask questions to make sure every one understands. Give a clear, positive picture of what you want and why you expect the objectives and standards to be reached.

Students want to be considered as and treated as adults. They will accept adult standards more readily than special, watered-down standards. When treated as adults they will try to meet your expectations. However, make sure that the objectives can be achieved; build success into the job. Students who succeed and have a sense of accomplishment want to learn and do more.

4. Observe, measure, and record work behavior and performance.

Observing performance and giving feedback are day-to-day supervisory responsibilities. Observe and make notes on the quality and quantity of work, relations with other workers, following work rules, and work behavior in general. Be specific about both good and poor behavior and performance. Estimate development based on performance.

Compare the performance and development with the objectives and standards agreed upon. Identify elements that are outstanding and weak and objectives which are not being achieved. Performance or behavior significantly above or below what you expect should be recognized and dealt with appropirately. If there is somethat the school should do, let the coordinator know.

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*In essence, this is the training plan.

5. Make use of a standard performance evaluation form to record, analyze and rate performance.*

The evaluation should report specific behavior and performance related to achievement of objectives and standards -- not on characteristics of the student. (Evaluation of personal traits such as loyalty, perseverance, ability to learn and willingness to work do not provide usable guidance on what to do to change the trait. They tend to make the individual feel under attack and evoke defensive reactions.) Report what happened, when and why this was very satisfactory or unsatisfactory. If the latter, indicate what the performance or behavior should have been.

6. Discuss and jointly evaluate performance and development in periodic meetings.

It is desirable to involve the teacher/coordinator in the discussion with the student. This is particularly important when you want the school to provide remedial and other education or training, or other support services.

Decide what you want to accomplish and how to do it. Plan your meeting. Prepare a checklist of items to cover. Decide on how to involve the student and the best way to encourage and motivate improvement.

Start with objectives and standards which have been agreed upon. Discuss the objectives and standards which have been met and those which have not. Be specific. Emphasize the positive but don't neglect the negative. Let the student do as much talking as possible. Encourage the teacher/coordinator, if present, to listen and to respond to requests for information or help rather than to serve as super-supervisor or prosecutor or defender. The main purpose of the meeting is to provide the basis for achieving step 7.

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*The school has a form which you should use. However, if your company has a form which you prefer, you may use that if the teacher/coordinator agrees.

7. Together decide how to modify the training plan to make it a more effective tool. Agree on what actions are to be taken, by whom, to increase competence, improve performance, and achieve the cooperative work experience objectives.

Planning for the future is the major outcome of evaluation. In this the teacher/coordinator, the student, and you have important roles. It includes:

- Reviewing objectives, standards, performance, and growth (this took place in step 6.)
- Based on this review, jointly determine intermediate objectives and standards for the next period and any changes required in the training plan. Decide on what you will do, what the student will do, and what the school will be asked to do . Encourage the student to suggest ways to reinforce strong points and to eliminate weaknesses and to improve performance and development. The plan will be the basis for the next evaluation.

  If the teacher/coordinator has not participated, review the plan with the teacher/coordinator.

8. Follow through on decisions that are made.

It is not enough to plan and wait for the student and the school system to produce results. You have a vital role to play. Your responsibility is to:

- Do what you have agreed to do in a timely fashion. Set an example for the student.
- Help -- when it is needed or asked for. The need for training, coaching, and assistance does not go away because there is a plan.
- Give the student encouragement and suppport. Young people are unsure of themselves, and a few words of praise can restore the spirit.

- Demonstrate your interest in helping the student learn and improve by providing varied assignments, encouraging independence and responsility, and challenging the student to accept these.

- Hold the teacher/coordinator responsible for carrying out the agreement on in-school activities.

- Check on progress from time to time and suggest changes in the plan in the best interest of your company.

9. Provide the student with timely and supportive feedback. Timely, accurate feedback on performance and behavior are important for both the student and the teacher/coordinator. The student's progress toward achieving the planned objectives and standards depends upon your feedback. Don't ignore behavior and performance in areas which, although not in the plan, are important for becoming a competent, conscientious, desirable employee.

HINTS

- Meet privately with the student and the teacher/coordinator: The presence of others will prevent open give and take. Determine whether it is desirable for the three of you to meet together or for two of you to meet separately. The student may need an opportunity to find out where he or she stands, to discuss plans for the future, and to air feelings without the teacher/coordinator present. When the school has a role to play in improving performance and development, the teacher/coordinator should participate. However, it is your show. The teacher/coordinator is present only as an expert able to provide information about what the school can do and to commit the school.

- Put the student at ease: Schedule the meeting so that it is clearly normal procedure, not an emergency. Arrange the meeting place so that it is physically comfortable. Be open and constructive. Begin the meeting by talking about non-threatening subjects, such as suggestions the student may want to make, duties which particularly interest the the student, long range career objectives, and examples of good performance.

- Agree on the purpose of the meeting: The student knows you want to talk about performance on the job. You should explain your agenda, identify any problems which need to be solved, and allow the student to add to the agenda.

- Review what happened at the last meeting: Review the performance and development objectives in the training plan and other matters that had been agreed upon and are germane. Discuss, in general, the appropriateness of the standards and objectives and how the student feels about them.

- Discuss the achievement of training plan objectives and compare the student's performance with the standards. If there are points which are bothering you and the student, get them out in the open. Be specific and try to get the student to be specific. Work for agreement on the facts. Be patient. Listen. Explain. Discuss. If the teacher/coordinator is present, get agreement on the school's role.

- Compliment achievements: After you have dealt with the failures, don't bring them up again except to summarize agreed upon plans. Focus on success. Tell the student what was right.

Discuss how to build on success to raise sights so that good performance can become outstanding and extend to other areas.

- Listen to the student: Don't argue. Don't dwell on minor differences. Listen and don't be afraid to accept ideas and build on them. The object is to help the student improve. The student is the only one who can improve performance and behavior. But, you and the teacher/coordinator can help.

- Maintain a rational, participatory environment: Don't respond to a student becoming emotional by becoming emotional or backing off. Wait until the student calms down, but don't allow the student to retreat into a shell. Focus on the objective of your meeting: to improve performance and help the student become a desirable employee.

- Be concrete: Be specific and factual. When you point out poor behavior and performance, describe specific incidents, such as number of days late, errors, conflicts with other workers. Identify both what is good and what needs to be improved.

- Be objective: Be aware of things which may color your judgement, e.g., the student's apprearance, speech, sex, age, or race. A single incident at work -- good or bad -- may stick in your mind and influence your overall judgment of performance. Keeping to specific task performance and work behaviors will keep you objective and helpful.

- Our objective: Get a good day's work. Help the student develop into a competent, desirable worker and assist the school to prepare students for employment.

HINTS (for teacher/coordinator):

- Your responsibility: Make sure that the supervisor and the student understand and accept the importance of performance evaluation, and your role as well as theirs. Carry out any commitment you make or explain why you cannot. Get the supervisor to read and discuss Performance Evaluation Manual with you.
- Be flexible: If there is an acceptable procedure and form at the workplace, don't insist on yours. If additional information is desirable -- add to the form, don't change it.
- Provide effective feedback: Let the supervisor know how the evaluation was used in school.
- Discuss the evaluation with the supervisor and the student separately. In addition, be prepared to participate in their discussion if they ask you to or you feel it would be helpful.

USE OF WORK PERFORMANCE EVALUATION BY THE COORDINATOR

Definition: Use of supervisors' evaluations to change in-school instruction and work assignments, to provide counseling, coaching and remediation for students and technical assistance for employers.

OBJECTIVE: To use feedback from the work supervisors to improve students' learning and job performance, quality of supervision, employers satisfaction, and school related instruction.

DISCUSSION: The evaluation reports of students work performance are important sources of information for the school system. They provide information about

- the calibre of supervision and and supervisors'training needs;
- students' internalization of appropriate job behavior and needs for counseling,
- students' technical competence to perform the assigned tasks and need for additional skills education,
- industry and occupational standards,
- the appropriateness of classroom instruction and standards and how they should be changed,
- employers' satisfaction with cooperative education and how this could be increased
- students' chances of obtaining full-time employment upon graduation,

- the linkage between in-school and on-the-job expections and learning and how to improve linkages,
- the quality of job development and placement
- desirable teacher/coordinator activities

Note this does not include, "provides information for grades." Of course evaluation can be used for grades However, too many teacher/coordinators use work performance evaluations merely to give grades and then file the reports away among all their other forms and papers. "Information for grades" may be the least important use of the performance evaluation.

Teacher/coordiantors in exemplary programs use these reports of work performance to help individual students. In addition, to using the reports to provide information to the school system about key elements, the reports provide the basis for maximizing the learning experience. Each report helps the teacher/coordinator to

- identify individual student's strengths and weaknesses,
- review and revise individual trainiing plans
- determine if the match between a student and a job should be changed
- recommend new task assignments, job rotation, etc.
- identify independent study topics and projects for the related instruction class

Use of Work Performance Evaluation by the Coordinator

- discuss behavior and progress with indivdual students
- identify potential problems
- indicate to a supervisor how to help the student to learn and become more productive

Work performance evaluation is a means for determining the extent to which cooperative education has achieved specific objectives and why these objectives were or were not achieved.

Reviewing the evaluations for information about the program as a whole look for the behaviors and performance which are considered by supervisors to be satisfactory and unsatisfactory. This provides information about industry and employer standards. These should be summerized and the summary compared with the material provided in vocational and related instruction classes to identify differences which should be eliminates by changes in the in-school curriculum.

Next compare the individual reports with the appropriate training plans and summarize the findings. This will give some insight into to the will and competence of supervisors to follow the training plans, the adequacy of the training plans, and the effectivness of activities to train and gain supervisors' support for the use of training plans.

If there are no signficant differences between the school's curricula and the tasks assigned and the behaviors expected on the job, significant unsatisfactory performance and behavior point to a failure of instruction and of students to learn and indicate need for couseling and remedition for stdents, increased on-the-job training and closer supervision, and more often teacher/coordinator visits to the work place.

Sometimes review of the evaluations indicates that the supervisors do not know how to supervise young people in their first important jobs. This usually cannot be solved by head-on confrontation with the supervisor. But, feedback is required. It calls for a careful plan of action to improve supervision which may involve individual indirect counseling, provision of special independent study materials on supervision of young workers, or an actual formal training program. Which of these approaches should be used depends on the situation, relationships with the supervisor and the employer, and many other factors. It is a decision that only the teacher/ coordinator can make.

The raw evaluation should not be used as the measure of the individual student's achievement, i.e. help determine the student's grade. Supervisors have different standards both from each other and the school. The teacher/coordinator has to determine the relationship between the specific supervisor's criteria and standards and those of the school and other supervisors. If this is not done students' grades will be neither reliable nor valid indicators of the competence on the job. More important than use for grading, the evaluation can be used to develop a profile of students' strengths and weaknesses for obtaining full-time employment after graduation and learning plans to eliminate the weaknesses and maintain the strengths. Further it provides information about what the content of the learning should be. With respect to individual students it indicates how the student can be best helped to learn, who is best able to help the student, and whether or not the student needs to be advised and helped to change career plans.

Outstanding performance (and sometimes poor performances as well!) may indicate a need to change the training plan to increase challenge in the job and

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in school. Poor performance may indicate a need for counseling.

Not infrequently poor evaluation may indicate a problem of supervision: inappropriate or inadequate supervision, failure to get the student to accept supervision, etc. Working with an individual pair, supervisor and student, to resolve differences and get mutual trust and acceptance is an important but difficult teacher/coordinator task. Too often teacher/coordinators ignore the situation, talk only to the student, or simply transfer the student. There are many situations in which the employer is willing to work to resolve such problems but in which the teacher/coordinator simply removes the student. The usual explanation is "I don't have enough time to deal with every acting out kid. If the student doesn't want the job enough to shape up, out he or she goes." The evaluation should alert the teacher/coordinator to problem situations before they reach the "either or" stage.

In order to perform these tasks, the teacher/coordinator must be able to compare the inforamtion in the performance evaluation with the student's level of competence at the outset of the program and with prior performance evaluations. Records indicating each student's performance development at different stages is essential for interpreting the work performance evaluation.

Although the supervisor has the primary responsibility to discuss the performance evaluation with the student the teacher/coordinator can use the performance evaluation as the basis for personal and career counseling sessions.

There should be a conference to discuss the evaluation as it relates to future employment. Description of the student's work should be constructive. Accomplishments and progress should be praised. Past evaluations hould be reviewed to determine progress. A plan should be discussed and agreed to which lays out the necessary steps for change and increased progress.

Use of Work Performance Evaluation by the Coordinator

Example: A form to aid teacher/coordinator analyze and use the performance evaluation:

Analysis of Student's Performance Evaluation

Student's Name: ______________________ Job title: ______________

Employer: ______________________ Supervisor: ______________

Address and telephone number: ______________________________

Student's career Goals: ______________________________

____

1. Summary performance evalution

ASSIGNED TASKS	QUALITY				QUANTITY			
	EVALUATION PERIOD							
	1	2	3	4	1	2	3	4
A								
B								
C								
D								
E								
F								
G								
H								
I								

2. Standards and criteria used (comparision with fulltime adult workers).

3. Comparison between assigned tasks (standards and criteria) and training plan.

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Use of Work Performance Evaluation by the Coordinator

4. Summary of behavior

BEHAVIOR	EVALUATION PERIOD				COMMENT
	1	2	3	4	
A Attendance					
B. Punctuality					
C. Appearance					
D. Repcnse to supervision					
E. Cooperation					
F. Will to improve					
G. Reliability etc.					

5. Standards and criteria used(examples of acceptable and unacceptable)

6. Comparison between rated factors and standards with inschool instruction

7. Additional information obtained from

   A. Supervisior

   B. Student

   C. Other (indicate whom)

8. What action is indicated at this time:

ACTION	EVALUATION PERIOD 1	2	3	4	DETAILS
Meet and discuss with student					
Meet and discuss with supervisor					
Change training plan					
Counsel student behavior					
Provide training for supervisor					
Provide basic remediation					
Provide added skill education					

9. Explain & provide basis for recommended action.

10. Comparision of this supervisor's standards and criteria with those of teachers and other supervisiors.

11. Further Analysis and Recommendations re student's career goals and opportunities and additional training and education; supervisor's competence to supervise young workers; adequacy of education preparing student for work; etc.:

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Use of Work Performance Evaluation by the Coordinator

HINTS:

1. Keep records from one year to the next to provide a better base to judge individual supervisor's evaluations. Summarize findings after each year to maintain a continuing record.

2. Keep records of your actions and their results. Try to determine and note cause/effect relationships

3. Don't assume that either the student or the supervisor is at fault. Get all the relevant facts before making a definite recommendation.

4. Discuss the evaluations with other school faculty as they relate to the content and nature of in-school instruction and how this relates to on-the-job insturction.

5. Use the evaluations to strengthen the linkage between school and work.

6. The quality of evaluations is an important measure of the usefulness of the work station.

EVALUATION:

1. Are students' perfomance evaluations received on time to analyze and act on the finding? ______

2. Is the information useful for helping the student become competitive in the labor market?______

3. Is the information used to review each student's training plan and to make indicated changes?____________

4. Is the information used to evaluate the work station, supervision, etc. and to make indicated changes? ___________________

5. Are standards and criteria at the different workplaces and in school compared to normalize evaluations? ________________

6. Are findings used to improve

   a) placement ______________

   b)related class instruction ________________

   c)other vocational education ________________

   d) counseling ________________

7. Are records kept of findings and recommendations and actions taken and results?

   a)for each student ________________

   b)for the entire population ________________

8. Does the district office review a sample of the evaluations and comment on them? _______________

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- Theodore Abramson, et al., editors, Handbook of Vocational Education Evaluation, Beverly Hills, Sage Publications, 1978, pp. 453-459.

DEALING WITH EMPLOYERS' PROBLEMS

DEFINITION: The resources and ability to counsel students, give educational support, change education programs, time schedules, training plans, and to provide other assistance to solve work-related problems.

OBJECTIVE: To solve problems which arise at the workplace so that (1) students continue to be employed, increase their competencies, and come to be desirable, productive workers, and (2) employers continue to participate, provide useful work stations, and support cooperative education.

DISCUSSION: Ideally one should be able to anticipate and take preventive corrective action before problems arise or become serious. Preventive actions include: careful recruiting of employers, matching students and work stations, orienting workplace supervisors and preparing students for work.

Activities directed toward identifying and dealing with problems at an early stage include: regular, periodic discussions with students about their work experiences and relationships with other workers; discussions with supervisors; careful review of performance evaluations to determine students' work behavior and performance and the employer's satisfaction. Remember, not every problem needs to be or can be solved. Always ask does this have to be solved now?

Despite efforts to prevent problems from arising and to enourage students and employers to solve problem which do arise, there are occasions when teacher/coordinators should intercede and provide assistance. In general, work place problems are situations, conditions, relations or states that involve students, employers, school system or community and that will, if no remedial action is taken, have adverse impact on these individuals or groups.

The task is to determine and take action which will change the anticipated progression from the present to the future situation to reduce, eliminate, or reverse the anticipated adverse impact -- to solve the problem. While it is desirable to know that there may be a problem which may become serious, it is not desirable to react to every hint of a problem. Supervisors and students should deal with most problems which arise to keep the learning experience as close to real work conditions as possible.
The elements of problem solving are:

1. Defining the problem: present situation, anticipated unsatisfactory situation, desired future situation.
2. Getting the facts: what in the present situation, leads us to believe that unless some new action is taken, the future situation will be unsatisfactory, i.e., what is the cause/effect relationship? What forces or elements direct or oppose movement to either an unsatisfactory or satisfactory conclusion?

3. Developing alternative solutions: how can existing forces and elements be strengthened or new forces and elements introduced which would help bring about a satisfactory conclusion? How can existing forces and elements which direct movement to an unsatisfactory conclusion be weakened? What are alternative strategies* to achieve our objective?

4. Selecting the strategy and actions to take: which strategy will be most effective and efficient for achieving our overall objectives? What actions will be most efficient

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*Strategies are sets of intermediate objectives which when achieved lead to achieving the final, stated objectives.

and effective for achieving each intermediate objective in the strategy? Are there any adverse or desirable side-effects? How should these be taken into account?

5. Implementing the strategy and actions: who should do what, when, how? Are they competent and motivated? Can, should controls be established? Who will oversee carrying out the strategy and exercise control?

Field force analysis, which is described in an addendum to this key element, is a systematic way for going through steps one to four.

There are four general types of problems which are most common:

1. The work place environment, relationships, or experience is unsatisfactory for the student.
2. The student's work behavior, productivity, performance, or skills is unsatisfactory for this employer.
3. The employer is not carrying out an agreement made in the training agreement or training plan.
4. The school is not carrying out its end of the agreement in some way, e.g., is not providing appropriate related instruction, remedial education, or needed support services.

The actual problem may have characteristics of more than one of these general types. Further, it may not be clear what is cause and what is effect. The related instruction may not be satisfactory because the employer is not following the training plan or employer is not following training plan because the related class is unsatisfactory.

Some unsatisfactory situations which present problem under each of these general types are:

1. Unsatisfactory work place

    - training plan is not followed
    - tasks do not present sufficient challenge, new learning opportunities, experience in the student's occupation, reenforce in-school learning
    - inadequate supervision
    - employer is unwilling to make needed minor adjustments
    - student's performance evaluation is meaningless
    - favoritism in making assignments
    - other employees are poor role models or resent the student's presence
    - tasks not related to vocational education
    - unreasonable performance standards
    - unfair or too lax work rules
    - discrimination against some students.

2. Unsatisfactory student performance or behavior

    - does not obey work rules; on-the-job behavior is not acceptable
    - work competence or productivity below accepted standard
    - makes no effort to follow instructions or to improve behavior and performance
    - argumentative and quarrels with other workers

- resists supervision
- not cooperative
- dishonest
- does not seek help when needed
- doesn't take responsibility
- does not have basic competencies, such as reading
- not interested in learning
- poor relations with the public and customers

3. Agreement not carried out by employer (This is broader than the Training Agreement)

- failure to carry out Training Agreement
- fails to pay minimum wage
- wants to lay off student during slow season
- too busy to meet with coordinator
- does not prepare student's evaluation
- safety hazards not removed
- illegal work assigned to student
- requests student to change work schedule without consulting teacher/coordinator
- wants student to work more or fewer hours
- does not provide letter of recommendation for student

4. School does not carry out its end of the bargain

- does not provide needed remedial and supporting education
- does not carry out agreements in Training Agreement and Training Plan
- coordinator does not meet with supervisor to maintain linkage
- unwilling to make minor adjustments needed by employer or student
- changes work schedule without discussion
- does not provide support services for stuudent, e.g. counseling
- does not change schedule to meet employer's needs
- does not provide support services for employer, e.g. supervisory training
- coordinator does not provide counseling for student
- requires excessive paper work from employers

Some problems are best solved by the teacher/coordinator alone. Some call for participation by others such as the student, the parents, the supervisor, the employer, school administors, and the state liaison person. If the implementation of the solution affects the welfare or activities of another person, it is wise to involve the person in developing the solution.

Type "1" problems involve:

a. motivating the employer to want to change

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b. helping the employer to define and solve the problem and to implement the change indicated. These include changing the environment, the nature of the work assigned to the student, or the on-the-job training and making changes in the school program and providing support services which make it easier for the employer to solve the problem;

c. helping the student through counseling and other support services to adapt to work place conditions and relationships with other workers and to learn from the work experience;.

Type "2" problems involve:

a. identifying the specific areas in which the student's work behavior or skills are unsatisfactory (by talking to the supervisor, review of the student's record, talking to vocational teachers and counselors , discussion with the student, etc.);

b. confirming conclusion with student and supervisor;

c. determining, in consultation with supervisor, student, etc. the most efficient and effective ways to motivate and help student acquire the desired behavior or skills, e.g., in-school instruction, on-the-job training, and counseling;

d. if the needed change cannot be made, determine whether another work station can be provided;

e. working with student and supervisor to implement the agreed upon plan.

Type "3" problems involve:

a. identifying the specific items of the agreement which are not being properly implemented;

b. estimating probable consequences of failure to implement items;

c. discussing situation with employer and motivating desire to make essential changes;

d. helping employer plan and implement changes;

e. monitoring implementation.

Type "4" problems involve the same kind of process as type "3" with various members of the school staff replacing the "employer."

In no case is it desirable to give "off-the-cuff" advice or solutions. If the situation is sufficiently serious to be brought to your attention it deserves some thought and clarification before providing an answer. What is trivial to one person, may be crucial to another. Maintaining close cooperation and trust among all the actors requires close attention to areas of disagreement, dissatisfaction and discomfort. Listening and asking questions are essential.

Some problems presented by students or employers may be imaginary. However, it is not desirable to simply say this to the troubled person. The problem should be treated as if it were real. In many cases the presenting problem is a symptom and not the real problem. Both of these situations -- imaginary and symptom -- point to the importance of good problem definition.

Some problems reappear time and time again. With experience teacher/coordinators develop satisfactory solutions for many making it unnececessary to search for a solution each time. For example, in distributive education there is the recurring situation of work stations in stores with seasonally busy and slow periods, busy before Christmas and slow after Christmas. The problem is what to do about a request for a longer-than-normal work week before Christmas and little or no work after Christmas. Most school districts have ready solutions for this problem. However while "book" solutions are desirable and necessary to conserve resources and learn from experience, continued, unreviewed use of a solution can be deadly. Circumstances change, better solutions become available, etc. Sensitivity to the importance of a solution is important.

EXAMPLE:

The following is a three-step approach aimed at identifying and dealing with problems adapted from Private Industry Council Programs:

Step 1: Analyze Planned Versus Actual Performance

The purpose of this step is to assess program and project activities to ensure progress toward goals and to identify areas in which intervention and/or modifications may be required. The step involves collecting data through your program's reporting system, and then arraying and reviewing that data. This includes all written reports, records of your observations on the job and in the classroom, discussions with the student and supervisor, etc.

Step 2: Indicate Corrective Monitoring

The purpose of this step is to determine why program performance varies from planned levels, and to identify possible remedial actions. The step includes: determining that a potential problem does exist; contacting responsible school staff or supervisors; assessing the situation and making conclusions about whether corrective action is necessary, and, if so, what types of actions might be appropriate.

Step 3: Ensure Necessary Corrective Actions

The purpose of this step is to develop and implement plans for correcting operations in those areas in which significant deficiencies are found. The step consists of three parts: develop corrective action plans, implement plans and monitor implementation. A corrective action plan is a report which presents the method for problem resolution. Monitoring implementation involves procedures and methods to provide feedback on the status of the implementation and to exercise control.

HINTS:

- Keep a record of problems which arise, what was done to solve each and the outcome; this will give an institutional repertoire of answers for recurring problems.
- Make a practice of anticipating problems characteristic of classes of employers and types of students.
- Don't jump into every potential problem situation, hesitate.
- Sometimes the best solution is to do nothing.
- Evaluate the trade-offs, pro and con whether or not to involve someone else.
- A simple solution is better than a complex one.
- Involve persons who can either significantly help or hinder implementation or who may be significantly affected by the solution.
- When the only solution is to cancel a work station or remove a student, do it so that the student has a positive learning experience and the employer remains a supporter of cooperative education.

- No solution should ever imply that a person -- employer or student -- is unsatisfactory; direct analysis and proposals to change in behaviors and not persons.
- If it is not possible to distinquish cause from effect, treat them both as variables to be changed.
- It is always most accepable to student and employer if the school system is flexible enough to change its rules, procedures, schedules, etc., to accommodate their needs.
- A solution which retains flexibility to make changes during implementation is a better solution than one in which no change can be made.
- Do not make any unnecessary assumptions.
- Few problems involving people are resolved by purely rational solutions. Be sensitive to the non-rational elements and deal with them carefully.
- Some problems are not soluble. All one can do is to get prepared to pick up the pieces.
- Some resources should be kept in reserve for dealing with problem situations and emergencies. One way to do this, without wasting resources is to assign some resources to activities which can be discontinued and started up again with little loss.

EVLUATION: Is a record kept of problem situations, solutions, results, etc.

Are there prepared solutions for recurring problems?

Have problem situations been anticipated?

Are there plans for dealing with various emergencies which may arise?

Are problems defined, facts gathered, evidence weighed, alternatives considered, before a solution is proposed?

Are all the people who should participate in developing and implementing a solution involved?

Is a record kept of recurring problem situations with specific employers?

OTHER RESOURCES: A case study approach to dealing with job problems which contains many useful hints and approaches for cooperative education coordinators can be found in Learning to Wrok,, Blanche Geer, editor, Sage Contemporary Social Science Issues, Number 4, Sage Publications, Beverly Hills, California, 1972.

The following publications contain hints for identifying and dealing with problems on the job:

Analyzing Performance Problems, by Robert F. Mager and Peter Pipe , Belmont, California, Fearon Pitman Publishers, Inc., 1970.

Training and Jobs Programs in Action, by David Robison, Committee for Economic Development and Work in America Institute, Inc., May 1978.

Vocational Education Planning: Manpower, Priorities and Dollars, by Robert C. Young, William V. Clive,, and Barton E. Miles, Columbus, Ohio, Center for Vocational and Technical Education, 1972.

The Quick Motivation Method, by Thomas S. Quick, New York, St. Martin's Press, 1980.

ADDENDUM TO "DEALING WITH EMPLOYER'S PROBLEMS"

FORCE-FIELD ANALYSIS

PART 1: PROBLEM SPECIFICATION: To determine what problems exist or will exist in the future.

Depending on your mode of analysis, work from either (a) the entire program and the impact of this problem on it, or (b) the specific characteristics of this problem. Respond to the following items with as much detail as possible:

1. The problem is:

2. Consequences we anticipated if no action is taken:

3. It is important to solve this problem at this time because:

4. Factors which determine usefulness and cost of a solution which should be considered in any attempt to solve this problem:

5. Changing the situation may have impact on other people or situations. Indicate what these are and how they would be impacted:

6. Things which may hinder solving this problem and implementing the solution are:

7. To solve the problem the following actions should be taken:

8. What impact could these actions have on efforts in other areas:

PART 11: PROBLEM ANALYSIS: The present status of the situation is a result of a temporary balance of driving forces tending to produce change and restraining forces tending to prevent change.

9. List the forces which in general tend to favor and support the actions noted in"7." (Fill in the spaces to the right of the letters. Leave the spaces to the left blank.)

_______a. ____

_______b. ____

_______c. ____

_______d. ____

_______e. ____

10. List the forces which in general tend to oppose the actions noted in "7." (Fill in the spaces to the right of the letters. Leave the spaces to the left bank.)

_______a. ____

_______b. ____

_______c. ____

_______d. ____

_______e. ____

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Sometimes a force will tend to support one change suggested and tend to oppose another one of the suggested changes. In these cases note both directions in items" 9" and "10."

11. In the spaces to the left of the letters in item 9 above, rate the forces you have listed from 1 to 5 using the following scale:

    1 = Has relatively little to do with achieving the desired change in the situation.

    2 = Is of moderate importance in achieving the desired change in the situation.

    3 = Is an important factor in achieving the desired change in the situation.

    4 = Is crucial for achieving the desired change in the situation.

12. In the spaces to the left of the letters in item 10 above, rate the opposing forces you have listed, using the same number scale as in item 11 with "achieving change" replaced by "opposing change."

13. On the chart, on page 17 digram the forces favorable for change and opposing change that you rated in item 9 and 10. Use several key words to identify each of the forces favoring change (a through e). Repeat the process for forces opposing change. If there are forces favoring and opposing change, place them in the same slot. If several forces apply to the same change put them in adjoining slots. If a force applies for more than one change, repeat it for each change.

14. For each change with forces rated "4," develop a series of strategies and tactics to increase the potency of supporting forces and reduce the potency of opposing forces. Continue this process with forces rated "3," "2," and "1" in order, until an appropriate strategy is developed for each. Stop when you feel that you have developed a satisfactory set of tactics and overall strategy for accomplishing the desired changes. Compare tactics and strategies across changes and eliminate possible conflicts. It may be that some proposed changes may have to be dropped if the opposing forces remain strong.

15. On a seperate sheet describe your plans in detail.

   a. Specify the problem to be solved. (This may have changed in the course of analysis.)

   b. Describe the changes that will improve the situation and solve the problem-- show how the changes will achieve the objective.

   c. Describe in detail the activities, tactics, and strategy for accomplishing the changes and explain why these will succeed and trade-offs which may be involved. Include resources, staff, etc. required and how these will be obtained and used. Provide schedules, controls, etc.

   d. Indicate possible undesirable consequences for achieving other objectives and explain any trade-offs.

   e. Note possible difficulties in achieving the desired change and ways to overcome these.

   f. Build evaluation and controls into your plans so that the situation can be further improved.

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change number	force rating	FORCES FAVORING CHANGE	present equilibrium	FORCES OPPOSING CHANGE	force rating	change number	COMMENTS
			▨				

FOLLOW-UP

DEFINITION: Feedback from graduates and employers relating to cooperative education's effectiveness in helping students to advance their career objectives and employers to meet their workforce needs.

OBJECTIVE: To provide data in identifying need and determining how to improve cooperative education as a whole and individual key elements, compare impacts of different approaches and environmental conditions, and develop realistic program objectives.

DISCUSSION: Follow-up is generally conducted to provide information to help improve design and conduct of cooperative education and to determine how to provide more useful assistance for graduates.

Research and evaluation related to cooperative education tends to have very broad, complicated objectives which depend on a very large number of variables whose cause-effect relationships are not always apparent. Consequently, it is desirable to determine, in advance of designing follow-up, how the information to be obtained will be used and how this use will lead to a better program. In some cases this use will be to modify a specific key element, e.g., recuriting students. In some cases, a related group of key elements, e.g., improvising public relations, community support, etc. In some cases, the expected application will be in desiging next year's program. In others it will be to provide base line data for longitudinal studies. The point is that whatever the intended use it should be spelled out and design should demonstrate that the required information can be obtained with the resources available. Without this type of advanced analysis, people gather at great cost, data which is never used on worse still, is unreliable and invalid.

In this key element we are concerned with only graduates and other participants views of what they expect, the extent to which their expectations were realized, and why.

Why the primary purpose is to improve the program in general, there may be a specific objective to demonstrate to some groups, e.g., employers and parents that it is desirable to support and participate in cooperatiuve education. The information for this purpose can be a by-product of the follow up study. Frequently, statistical data re less useful than anecdotal material to convince a reluctant group. Research design should provide for accumulating these individual case histories.

The follow-up study is intended to provide this information. While most "follow up" studies focus entirely on the graduates, there are other persons involved in cooperative education who have somewhat different objectives and who can provide useful information These should not be overlooked. They are:

1. Parents of participants - They had expectations that cooperative education would increase their children's interest in education and opportunities for employment. They can indicate the degree to which their expectations were fulfilled.

2. Employers participate for a number of reasons. They can be asked about the degree to which these were carried out. In particular they can be asked whether or not the student was offered employment and why it was or wasn't; how the school curriculum should be modified to better meet their needs; and how the linkage between school and work could be improved.

3. Other faculty members e.g., counselors, can indicate the extent and nature of the impact of participation in co-op ed. on other classwork and career objectives.

4. Teacher/coordinators should record their impressions of what happened and why for each job placement, etc.

Information gathering for the follow-up study should begin at the start of the program, not some months or years after it is completed. Consequently, it is essential that the plan for the study be developed before students and employers are recruited. The following is a bare outline of the steps in a follow-up study. Steps in planining, conducting, and using follow-up to evaluate and improve participants satisfaction.

1. Consider the objectives of cooperativew education from the view points of :
   - A. Students
   - B. Parents
   - C. Employers
   - D. Educational System.
   - E. Educators involved in cooped.
   - F. The community.

2. Identify the information needed to determine each of the objectives, measure progress toward achieving each, and identify causal relationships.

3. Describe how each piece of information described will be used.
   - A. To define participants' objectives.
   - B. To measure achievement of an objective.
   - C. To identify a causal relationship between outcome and,
     - 1. design.
     - 2. implementation
   - D. To estimate benefit/cost ratio from participants' points of view.
   - E. To provide leads for improving participants' satisfction.
   - F. For another purpose (describe).

4. Based on the analysis in "3" revise the list of information to be obtained and define the formation in detail

5. For the information defined in "4", indicate
    A. The supporting data which can be obtained from each of the following:
        (1) students
        (2) graduates
        (3) parents
        (4) employers
        (5) teachers
        (6) school records (which)
        (7) other (describe)
    B. Which of the following instruments or approaches whill be used to obtain the data.
        (1) Questionaire
        (2) interviews(telephone or in person)
        (3) observe
        (4) read Records
        (5) other (describe)

6. Estimate the difficulty and cost to obtain and the usefulness each piece of information defined in "4".

7. Identify the information which is required by law or higher authority.

8. Describe the resources which are available for gathering and analyzing information and developing recommendations based on the analysis.

9. Determind based on "6", "7", and "8" the information which should be gathered.

10. Design the Study:
    a. Define objectives.
    b. Data and information.
        (1) sources of data.
            a. people (populations and samples)
            b. records
            c. other (describe)

        (2) process for obstaining data.
            a. mail
            b. interview
            c. observaion
            d. other (describe)

3 Instruments
  a. questionares (unlimited and limited responses)
  b. structured interview
  c. content analysis
  d. other (describe)

4 Test and validation of processes and instruments.

5 Indication how information will be derived from raw data.

6 Administration of data gathering, etc.
  A. resourse assigned.
  B. Who will do what, when, how, etc.
  C. Records
  D. Controls
  E. Other (describe)

C. Analysis of information and Data.

1 Describe:
  A. aneccotal - cases
  B. statistical - population characteristics, differences between populations,, trends, etc.

2 Significance
  A. Cause/effect relationships
  B. Projections.

3 Process and techniques to be employed.

4 Indication that the study's objectives will be achieved.

5 Administration of Analysis
  A. resources Assigned.
  B. who will do what, when, etc.
  C. records
  D. controls
  E. other (described)

D. Determining, presenting and utilizing fundings.

1) Fundings to recommendations
   A. Purpose
   B. Who will develop, who will review, who will write up.

2) Presenting
   A. to whom, why, how.
   B. by whom
   C. follow-up, why, by whom.

3) Utilization.
   A. by whom, why,
   B. monitoring
   C. evaluation.

The usefulness of follow-up studies tends to be limited by the reliability and validity of the data, the constantly changing environment, the diffculty of distinguishing among several different possible cause for the operative cause, e.g., a flaw in design or implementation, the time lag between asking for the information and the presentation of the findings, changes in students, employers and teaching staff., etc.

Despite the difficulties and short-comings, fullow up studies are desirable.

Some Reasons Are:

- They force consideration of program objectives from different points of view, how these should be taken into consideration in program desigin and implementation, and how their achievements can be measured.
- Interesting and useful cases are identified.
- Problems and potential problems are identified.
- Leads for improvement are indicated.

- o Questions are raised about objectives, processes, output, etc.

While the most common and least expensive method for obtaining follow-up information is by the mail questionnaire, two other approaches are occasionally used. These are the in-person interview and the telephone interview. These are much more time consuming but are of great value in obtaining information from parents, employers, and faculty members. They are also used to validate and expand on mail responses.

There are in the Example section; examples of mail questionaires to students and employers.

Some rules for construction of mail questionnaires are:

1. Keep the number of questions asked to a minimum.
2. Be reasonably sure that the respondants have and and will be willing to provide the requested information.
3. It sould be easy for the respondants to return the completed questionaire; a stamped, addressed envelope on card should be provided.
4. Limit the possible responses to any question.
5. Test every questionnaire by having two or three persons representative of the respondent population read the instructions and attempt to answer the questions.
6. Don't ask unnecessary questions, e.g. don't ask for information which you will not use. Ask for information which you already have only to check respondent reliability.
7. Provide an opportunity for respondents to comment.
8. Be prepared to follow up on persons who don't send back questionnaires.

10. Ask the post office to forward or return requests which cannot be delivered at the address.

Some rules with respect to interviews are:

1. Plan for each interview. In particular, define the information that you want and design questions to elicit it.
2. Test and practice the interview in advance of interviewing any member of the respondent population.
3. Explain the purpose of the interview so that the interviewee will be motivated to provide accurate information.
4. Don't question responses directly or put the interview on the defensive.
5. Allow the interviewee to make comments not directly related to your questions.
6. Don't take up too much of the respondent's time.
7. Thank the interviewee and close the interview.
8. Record information obtained in a standard form as soon after the interview as possible.
9. Evaluate the effectiveness of the interview as you go along and improve design and implementation.

The data obtained should be identified by characteristics of the population, method used to obtain data, percentage of total sampled and percentage of the sample who responded, characteristics of respondents, etc.
This is important particularly if information is obtained from different populations, e.g., students and parents or the respondents differ in some characteristics from other members of the population or the percentage responding is very small. Further if there are to be comparisons between cohorts and between groups in the same cohort, it is essential that population characteristics be comparable.

The description of the study and statement of findings deserve careful preparation; they are the record and the conclusions reached as a result of the follow-up study. The report should be clear enough to be used by anyone involved. The report should include:

1. Introduction
   A. Rationale for study - a general statement.
   B. Objectives defined in detail.

2. Findings & Recommendations
   A. What was found.
   B. Significance of findings.
   C. Recommendations.
   D. Indicate relationship between findings and recommendations
3. Methodology
   A. Design of study
      1) Populations and samples
      2) Data gathering instruments and techniques.
      3) Analysis methodology and rationale

   B. Implementation of design
      1) Who and how
      2) Variation from design.

   C. Estimates of reliability and validity of data and findings.

4. Data and Findings

   A. Data:
      Organize data in tables, charts, graphs, etc., so that they will be easily understood and interpreted.

      Through labeling and notes, print up significant findings.

   B. Findings:
      Show how findings are derived from the data.

C. Recommendations

Demonstrate that the recommendations will, based on the findings, provide significant positive results.

HINTS:

1. Exchange holiday cards with graduates for a five year period to maintain contact.
2. Have students provide the names and addresses of relatives who could be contacted to obtain current addresses.
3. Code address labels, with vocational program, e.g. office occupations and year of graduation so that sutdents do not have to provide this information.
4. Give students, prior to graduation, five postcards with mailing date on each for an annual report on post-secondary employment and education
5. Have an annual get-together for students and graduates.
6. Give students and parents "Change of Address" cards stamped and addressed to the school to mail when address is changed.
7. Develop a cooperative education newsletter with information about current activities, outstanding students and graduates; labor market, hints for finding work, etc., and sent to all students and graduates.
8. Goals and design for follow-up should be realistic in terms of resources needed and available. it is counter-productive to attempt a follow-up for which resources are not available to complete the study and utilize findings. The use to be made of the information gathered should be spelled out in advance.
9. Discuss the purpose and nature of the follow-up in advance with the people who will be respondents.

10. Don't expect to redesign programs on the basis of follow-up information. At best, leads are provided for further data gathering and analysis.

11. Exchange information with neighboring districts and schools and related programs, e.g. training out-of-school, unemployed youths, in the same district.

12. Review study design with persons responsible for educational research in school district or local colleges.

13. Use graduate students, who want topics for papers, research experience, etc., in design and implementation of the study.

14. Prepare address labels for each graduating class. Code the labels with sex, ethnic group and vocationl area, so that these do not have to be asked in the questionnaire.

15. Provide stamped envelopes or cards for response. While these will add to the cost, it will increase the percentage of responses significantly.

16. Don't ask for any information that you will not use, or can easily be obtained from a more certain source, or will represent only a guess on the part of the respondent, or will tend to inhibit the person from responding to the questionnaire.

17. Motivate people to respond, make it easy for them to respond, ask questions that they can answer.

EXAMPLES

1. Examples of Questionnaires sent to students.

   There are four formats illustrated. Each asks somewhat different questions. None is perfect for every situation. Develop a form to meet your specific ;needs.

EXAMPLE 1-A

Department of Education
Division of Vocational Education

COOPERATIVE EDUCATION PROGRAM STUDENT EVALUATION FOLLOW-UP

Dear Cooperative Education Graduate:

In order that we might provide the most effective type of education and training for high school students, we are asking you to take a few minutes to evaluate the Cooperative Education Program at______________________________

You can be sure that your help will be greatly appreciated.

PERSONAL DATA

Name____
First M.I. (Maiden) Last

Sex: Male ________ Female ________

Present Address____

Telephone Number____

Program area in which you were enrolled in school (check the appropriate cooperative education program).

_____ 1. Cooperative Agriculture Education (CAE)
_____ 2. Distributive Education (DE)
_____ 3. Health Occupations Education (HOE)
_____ 4. Cooperative Home Economics (CHE)
_____ 5. Cooperative Industrial Education (CIE)
_____ 6. Cooperative Office Education (COE)
_____ 7. Work Experience and Career Exploration Program (WECEP)

EMPLOYMENT DATA

Current Employment Status:

Employed	Unemployed
___ Full-time	___ Seeking full time employment
___ Part-time	___ Seeking part time employment
___ Self-employed	___ Not seeking employment

Cooperative Education Program Employer:

Name of Company and Location ______________________________

____

Job Title ______________________________________

Work Experience (List your PRESENT position)

Date Started ________________ Exact Title of Position ________________

Name of Employer and Location ______________________________

____

Salary or earnings per year: (Check appropriate column.)

___ Under $5,000 ___ $10,001 – $12,500

___ $5,001 – $ 7,500 ___ $12,501 – $15,000

___ $7,501 – $10,000 ___ Over $15,000

How did you obtain this job? ___ coordinator ___ friend ___ family ____school
______ employment agency ___ Other (Explain)

____

How related is this job to the Cooperative Program you took in high school?

___ Same ___Highly related ___ Somewhat related ___Not related

Indicate the amount of help you received from the Cooperative Education Program. Mark only those items which apply to you.

	Much Help	Some Help	Little or No Help
a. To meet entrance requirements to specialized training institutions.			
b. To continue my education.			
c. To prepare for employment.			
d. To get along with people.			
e. To define my career goal.			

Did you belong to a vocational student organization such as:

___DECA ___VICA ___FBLA ___FFA ___FHA/HERO ___(HCCNJ)HOSA

___Other (Explain)______________________________

If yes, how did it benefit you?______________________________

____

Did you change your career goal? _____Yes _____No If Yes, Why?

_____ No longer interested in that field
_____ Went to school to learn new career
_____ Took a new position in another field
_____ Employment opportunities limited in area of training
_____ Other (Explain)

Check the appropriate columns in which the cooperative education teacher helped you in high school.

_____ In school problems _____ In work related problems
_____ In family or personal problems

Would you recommend the Cooperative Program to other students? _____Yes _____No

Did you originally enroll in the Cooperative Program in high school to get: (Check one or more the answer below.)

_____ Out of school earlier in the day _____ Job experience
_____ Pay _____ Other (Explain)__________

____

Was your feeling, expressed above, the same at the end of your Co-op experience? (Please comment)__________

____

Education beyond high school: (Check the appropriate line(s) and fill in where necessary.)

Attending	Attended	Completed	Type of Education	Name of Institution	Name of Program
			Adult or evening school		
			Technical or business school		
			Licensing or certification Program		
			Apprenticeship program		
			Two-year college		
			Four-year college		
			Other		

Military Service:

Branch __________ Job Title__________ Length of Service____

The following are omitted when the period between graduation and follow-up is greater than one year.

Do you think you would have profited from participating in the work experience phase of cooperative education earlier in high school? ____Yes ____No

If yes, explain ____

____

Rate the following:

	Excellent	Good	Average	Poor
Related Class				
Job Placement				
The Coordinator				
Your Employment Experience				
If applies, Youth Club Activity				
Overall Co-op Program				

How have you benefited by being a member of a Cooperative Education Program?

____

____

____

List those courses you feel helped you the most, as well as those courses you feel you should have taken, but didn't, while in high school.

Courses	Should Have Taken	Helped Me Most
1.		
2.		
3.		
4.		
5.		
6.		

THANK YOU!

16.16

VE 4045-A
2/83

EXAMPLE 1-B

Michigan Department of Education

SCHOOL DISTRICT LABEL

1983 FOLLOW-UP SURVEY OF 1982 STUDENTS*

We are writing you, as a former high school student, to ask your help in improving some of the courses you took in school. By answering a few questions about what you are doing now and giving us your opinions, you can help us plan to make the courses better for students in the future.

The courses we are writing you about are those that you took in "vocational education" in order to get ready for a job after high school. The courses you took might have been in auto mechanics, office work, marketing and selling, agricultural production, welding and cutting, data processing, child care, small engine repair, electronics, food management, cosmotology, or one of many others possible.

Please take a few minutes to answer the questions and mail back your answers and opinions. We're counting on your help.

Thank you very much.

Please answer the questions by putting an "x" in the box next to the answer of YOUR CHOICE or by filling in the blank.

1. Are you now attending a school or college, or enrolled in a training program, or working as an apprentice?
(Check ONLY ONE.)

Yes 15 ☐1   No 15 ☐2

If you answered "no", please turn the page and go to Question 4.

If you answered "yes", please go on to Question 2 below.

2. In your major area of study (or training), how much do you use the vocational training you received in your high school or area vocational education center?
(Check ONLY ONE.)

16
☐1 A lot
☐2 Some
☐3 Hardly any
☐4 None

3. Check the type of school or program you are now attending.
(Check ONLY ONE.)

17
☐2 1-year college vocational-technical program
☐3 2-year college vocational-technical program
☐4 2-year college liberal arts program
☐5 4-year college or university
☐6 Business or trade school
☐7 Apprentice Program
☐8 Other ______________________

Please go to Question 4 on the next page

---

* Michigan Department of Education

4. Are you working for pay?

Yes 18 ☐1 No 18 ☐2

If you are not working for pay, please go to Question 9.

If you are working for pay, please answer questions 5, 6, 7, 8.

5. About how many HOURS PER WEEK do you work? Write the number of hours per week in the box.

19 ☐

6. On your present job, how much do you use the vocational training you received in your high school or area vocational education center? (Check ONLY ONE.)

21 ☐1 A lot
☐2 Some
☐3 Hardly any
☐4 None

7. Overall, how satisfied are you with your present job?
(Check ONLY ONE.)

22 ☐1 Very satisfied
☐2 Somewhat satisfied
☐3 Not very satisfied
☐4 Not at all satisfied

8. On my present job I am paid about

23 $ ______________ per hour.

Please go on to Question 9.

9. Are you looking for a job?
(Check ONLY ONE.)

Yes 27 ☐1 No 27 ☐2

10. Are you in the military service?
(Check ONLY ONE.)

Yes 28 ☐1 No 28 ☐2

11. Are you a full-time homemaker?
(Check ONLY ONE.)

Yes 29 ☐1 No 29 ☐2

12. What is your sex?

30 ☐1 Male
☐2 Female

13. Please identify yourself as a member of one of the groups of people listed below. (Check ONLY ONE.)

31 ☐1 American Indian or Alaskan Native
☐2 Asian or Pacific Islander
☐3 Black, not of Hispanic Origin
☐4 Hispanic
☐5 White, not of Hispanic Origin

Please go to Question 14.

(SCHOOL USE ONLY)

1. C 32 ☐1 or L ☐2 STATUS?

2. Yes 33 ☐1 No ☐2 GRADUATE?

3. Yes 34 ☐1 No ☐2 CO-OP?

4. Yes 35 ☐1 No ☐2 S. N.?
H 36 ☐1 and/or LEP 37 ☐1 and/or D 38 ☐1

5. Yes 39 ☐1 No ☐2 PROJECT?
H 40 ☐1 or LEP ☐2 or D ☐3

6. OE 41 ☐☐ ☐☐☐☐ 7. PSN 47 ☐☐☐☐☐

8. If an AREA CENTER or SHARED TIME program, report respondent's home district identification.

CEPD CODE
52 ☐☐ ☐☐☐☐

9. Telephone 59 ☐1 Proxy 60 ☐1
Mail ☐2

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14. COMMENTS

Please make any comments and/or suggestions you believe are needed to improve some of the courses you took or services you received while in high school. Also, add any general comments or suggestions you have about your school experience. (If you are working for pay please provide the helpful information in the box at the bottom of this page.)

Please fill in the name of the company where you work		
Company's Street Address		
City	State	ZIP Code
Please fill in the name of your job		

EXAMPLE 1-C

CO-OP FOLLOW-UP STUDY

Name ______________________________ Year of Graduation ____________ Date ______

****

Are you presently working? ( ) No ( ) Yes Occupation ______________________

In what other occupations have you worked? ______________________________

Are you now in school? ( ) No ( ) Yes Area of study ______________________

Did you complete further education after graduation? ( ) No ( ) Yes

Where ____________________________ Area of study ______________________

Add any comments as necessary to explain any of the above: ______________

____

****

Looking Back:

1. What is your present reaction to Co-op? ______________________________

2. While you were in high school, how did your participation in Co-op affect your attitude toward school?
   - ( ) Positive
   - ( ) Negative
   - ( ) No effect
   - ( ) Can't honestly remember

3. Would you recommend Co-op to your sister, brother, son, daughter?

   ( ) Yes ( ) No

4. Check the degree to which Co-op helped you while you were in school:
   - ( ) Very much
   - ( ) Somewhat
   - ( ) Not very much
   - ( ) Can't honestly remember

   How? ____

   ____

5. After graduation, how much did your having participated in Co-op help you in terms of work, school, service?

( ) Very much

( ) Somewhat

( ) Not very much

( ) Can't honestly remember

How? ____

____

6. Do you feel that you are "doing better" now because you were in Co-op?

( ) Yes ( ) No

7. What did you learn through your Co-op job other than specific skills that is of value to you now?

____

____

8. What did you not get out of Co-op that you now wish you had?

____

9. What was learned in your Co-op class that has helped you the most?

____

10. If what you are doing now is not similar to or related to your Co-op occupational objective, can you explain why?

____

____

11. How much did your coordinator help you? (Please check one box for each item):

a. Career Plans Yes ____ Did not need help ____ No help ____
b. Educational Plans Yes ____ Did not need help ____ No help ____
c. School problems Yes ____ Did not need help ____ No help ____
d. Co-op job problems Yes ____ Did not need help ____ No help ____
e. Personal problems Yes ____ Did not need help ____ No help ____
f. Any other way? Please specify. ________________________________

12. Any other comment about anything involving Co-op? ____________________

____

THANK YOU VERY MUCH!

1-D:

A double postcard questionnaire is a relatively inexpensive format which tends to get a higher percentage of returns. Repeat the name and address on the return card and code the ticket to indicate sex, occupation and any other information which is useful if known in school.

Message on card one (1):

Dear Cooperative Education Graduate:

Please help us make cooperative education more useful for students by answering the qeustions on the attached card .

You can simple check and fill in the boxes with your answer and mail the stamped, addressed card. Or, if you wish, write more complete answers and mail them back in an envelope to the address below.

Thank you for your help.

Sincerely,

____

Teacher/Coordinator

Question on return card:

1. What are you doing now? (a) Working [____]· (b) In School [____]?; (c) In the Military Services [___]?; (d) Homemaking [___]?; (e) Looking for work [___]?; (f) Not working and not looking[____]?

Dear Former Cooperative Office Education Student:

Will you please assist us by filling out the attached questionnaire?

The information you give us will help us do a better job of meeting the needs of future cooperative vocational office education students.

Will you please reply by______(date)______.

Sincerely yours,

Teacher Coordinator

RF:jh
Att.

Name of Teacher-Coordinator
Name of School
Street Address
City, State Zip

School Return Address

Maiden Name ______________________ Married? __________

Married Name ______________________________________

Present Address: ____________________________________

Now working as (job title) ______________ at ______________

What do you plan to be doing 5 years from now? ______________

Do you feel the training you received in the Cooperative Vocational Education Program at the (Name of school) was adequate? Yes _____ No _____

Have you received or do you plan to receive further training? Yes _____ No _____

Where? ____________________ When? ____________________

Please make any comments or suggestions for improving the Cooperative Education Program at (Name of school): ______________________

____

____

2. If you answered a, b or c, how is what you doing related to your vocational education?

   a) Not at all[___] , b) Some relationship[___]
   c) Directly related[____]

3. How useful was cooperative work experience in obtaining and performing on the job?

   a) A great deal [__], b) Some[___] c) Little[__]

4. How useful was classroom vocational education in obtaining and performing on the job?

   a) A great deal [__], b) Some[___] c) Little[__]

5. Which of the following would you recommend...spend more time on?

   a) Classroom vocational education [___]
   b) Job experience [___]
   c) Basic reading, writing, etc. [___]
   d) How to get and keep a job [___]

6. How could you have been better prepared for work?

   ____
   ____
   ____

2

Four examples of questionnaires sent to employers:

Example 2-A*

N-5

NAME ____________________ Form Approved
I.D. ____________________ FEDAC #8139
PROGRAM TITLE ____________________ Approval expires
June 30, 1984

EMPLOYER FOLLOW-UP FORM

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

1. VOCATIONAL TRAINING EVALUATION
Please rate the vocational training received by the individual in the following areas:

	Very Good	Good	Average	Poor	Very Poor
a. Technical knowledge	___	___	___	___	___
b. Work attitude	___	___	___	___	___
c. Work quality	___	___	___	___	___
	(5)	(4	(3)	(2)	(1)

2. OVERALL RATING
What is your overall rating of the vocational training received by this individual as it relates to the requirements of his or her job?

Very Good	Good	Average	Poor	Very Poor
___	___	___	___	___
(5)	(4	(3)	(2)	(1)

3. RELATIVE PREPARATION
As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive the same training?

___ No basis for comparison
(5) ___ Individual is better prepared
(3) ___ Both are about the same
(1) ___ Individual is less prepared

---

*Manual for High School Work Experience Administrators; J. A. Wannat, M. A. Snell, E. N. Winer, Northeastern University, Boston, 1983.

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Example 2-B

COOPERATIVE EDUCATION PROGRAM
PROGRAM EVALUATION BY EMPLOYER

Through periodic evaluation, we endeavor to improve our Cooperative Education Program. We would appreciate your completing this checklist and returning it in the enclosed envelope.

FROM YOUR OBSERVATION:	Very Much	Much	Little	Very Little	Additional Comments
1. How much did your business benefit from its participation in the Cooperative Education Program?					
2. Do you feel that the student-learner received vocational benefit from the supervised training?					
3. Did you notice any marked improvement in the student-learner during the training period?					
4. Is a co-op student generally more productive in work performance than a beginning worker without supervised work experience?					
5. Does a student-learner have a better attitude toward work and associates than an afterschool employee who has no school supervision?					
6. Did participation in the Co-op Program cause any burden on you and your business associates?					
7. At the end of the training period, did the student-learner measure up to your employment standards?					

8. Was the teacher-coordinator helpful? ________ Yes ________ No

9. Would you continue to participate in the Cooperative Education program? ________ Yes ________ No

10. Please make specific suggestions which will enable us to better serve the community. (Continue on reverse side if necessary.)________________________________

____

____

FIRM NAME:________________________ SIGNATURE:________________________
ADDRESS:________________________ TITLE:________________________
PROGRAM:________________________ SCHOOL:________________________

Follow-Up

2-C A double card form. Comments from 1-D applu.

Dear Employer of Cooperative Education Students:

Please help us by filling out and returning the attached questionnaire.

Your information will help us do a beter job of meeting the needs of both employers and students. Either put an "X" in the appropriate box or write in your answer as is called for.

Sincerely,

____
Teacher/Coordinator

Rate The Students

1. In comparison with other entry level workers:

A) Knowledge of Occupation. __________________________
B) Quality of work ________________________________
C) Quantity of Work________________________________
D) Basic skills, reading, et.________________________
E) Punctuality and attendance_______________________
F) Obeying work rules._____________________________
G) Relationship with supervisor_____________________
H) Cooperation with others __________________________

2. Would you employ or recommend employing cooperative education students? Yes [____] or No [____]

3. How can the program be improved.
____
____

Example 2D:

Employer Questionnaire

Please answer all questions. We need the information to improve the design content, and implemention of Cooperative Work Experience and be better able to meet the students' needs and employers' requirements.

1. Name & Address of company: ____________
____
____
____

2. Name of person filling out questionnaire

Mr/Mrs.________________________

3. Names of students and their jobs:

a. ____________________________
b. ____________________________
c. ____________________________

4. Did the school live up to its commitments?
Yes [____] No [____]

Explain ____________________________
____
____

6. How could the program have been improved?

3:

Relatively few follow-ups are addressed to parents. However, we believe that they are desirables. Parent's expectations and the degree to which these were met are important in program development and student recruitment.

C. If you had a vacancy, would ou hire the student who graduated?
YES [_] or NO [_]

EXAMPLE 3:
Relatively few follow-ups are addressed to parents. However, we believe that they are desirables. Parent's expectations and the degree to which there has been met are important in program develoment and studentr recruitment.

EXAMPLE 4:

Date: ______________

Ms. Susan H. Jones
1000 Center Street
Yourtown, Arizona 85000

Dear Susan:

Our school is conducting a follow-up study of cooperative vocational education program graduates. We want to learn how to make participantion more useful for our students. We need information about your present job and other education and training after high school, the value of the jobs you have held; the coopeative vocational education protram to you, and how you feel the program should be improved.

Help us by filling out and returning the enclosed questionnaire? the greater the number of responses, the greater the value of the survey. Your name will not be used in connection with your answers. The information furnished by you and other graduates of the program will be used for statistical purposes only. If there are any questions which you do not wish to answer omit them.

Most of the questions can be ansered by means of a check mark or a few suggestions Please write them on the back of the questionnaire.

An immediate reply would be grately appreciated. Thank you.

Sincerely,

R. D. Rowe
Teacher/Coordinator

RR:cs
ENCLOSURE

PARENTS' EVALUATION OF THE COOPERATIVE EDUCATION PROGRAM

Dear Parent:

In order that we might provide the most effective type of education and training for your children, we are asking you to take a few minutes to evaluate the Cooperative Education Program at ______________________________

Please be assured that your help will be greatly appreciated.

Coordinator ______________________

Your Name ____________________ Student's Name ____________________

	Very Much	Much	Little	Very Little
1. Has your child's progress in the Cooperative Education Program given her/him a better chance for a promotion or salary increase?				
2. Has your child formed the habit of using his time and money wisely?				
3. Has your child made a noticeable improvement in self-control?				
4. Has your child developed good leadership and followership through this training?				
5. Was the training station suited to your child's interest and needs?				
6. Did your child's experience in this program increase his/her interest in school as a whole?				
7. Did the training help your child understand and get along better with people?				
8. Did your child become more interested in personal grooming as a result of the training program?				
9. Was there a noticeable increase in self-confidence shown by your child?				
10. Did you notice any personality change/-development as a result of the training and experience gained from the program?				

11. On the basis of your observations, what suggestions would you make for improving the Cooperative Education Program? ______________________________

____

____

12. Other Comments:

SELF EVALUATION:

1. Is there a planned program to obtain feedback from:

	YES	NO
a) Graduates	☐	☐
b) Parents	☐	☐
c) Employers	☐	☐
d) Other participants or schoolmates	☐	☐

2. For every response in question "1", is "yes" do you obtain information about:

a) Gains from participation	☐	☐
b) Satisfaction with Co-operative Education	☐	☐
c) Elements which should be improved.	☐	☐
d) Linkage between school and work.	☐	☐
e) Transition to full-time employment.	☐	☐

3. Do you explain the purpose and otherwise motivate responses prior to graduation, from:

a) Students	☐	☐
b) Employers	☐	☐
c) Parents	☐	☐

4. How many years do you follow-up on graduates' Careers

a) One Year	☐	☐
b) Two Years	☐	☐
c) Three or more years	☐	☐

5. How do you use the data gathered?

a) Compare year to year effectiveness.	☐	☐

	YES	NO
b) Compare effectiveness with that of other schools.	☐	☐
c) Identify strong and week work stations	☐	☐
d) Identify needed element improvement	☐	☐
e) Determine benefit/cost ratio	☐	☐
f) Annual report	☐	☐
g) Publicity	☐	☐
h) Other (describe)	☐	☐

OTHER RESOURCES:

Information about the local labor market will help you determine the impact of the environment on graduates' job opportunities some sources are;

U.S. Bureau of Labor Statistics
State Department of Labor
Local Chamber of Commerce

Information about results in other local school districts can be obtained from the district themselves and the State Department of Education.

Most State Departments of Education are interested in follow-up and are prepared to proved technical assistance.

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